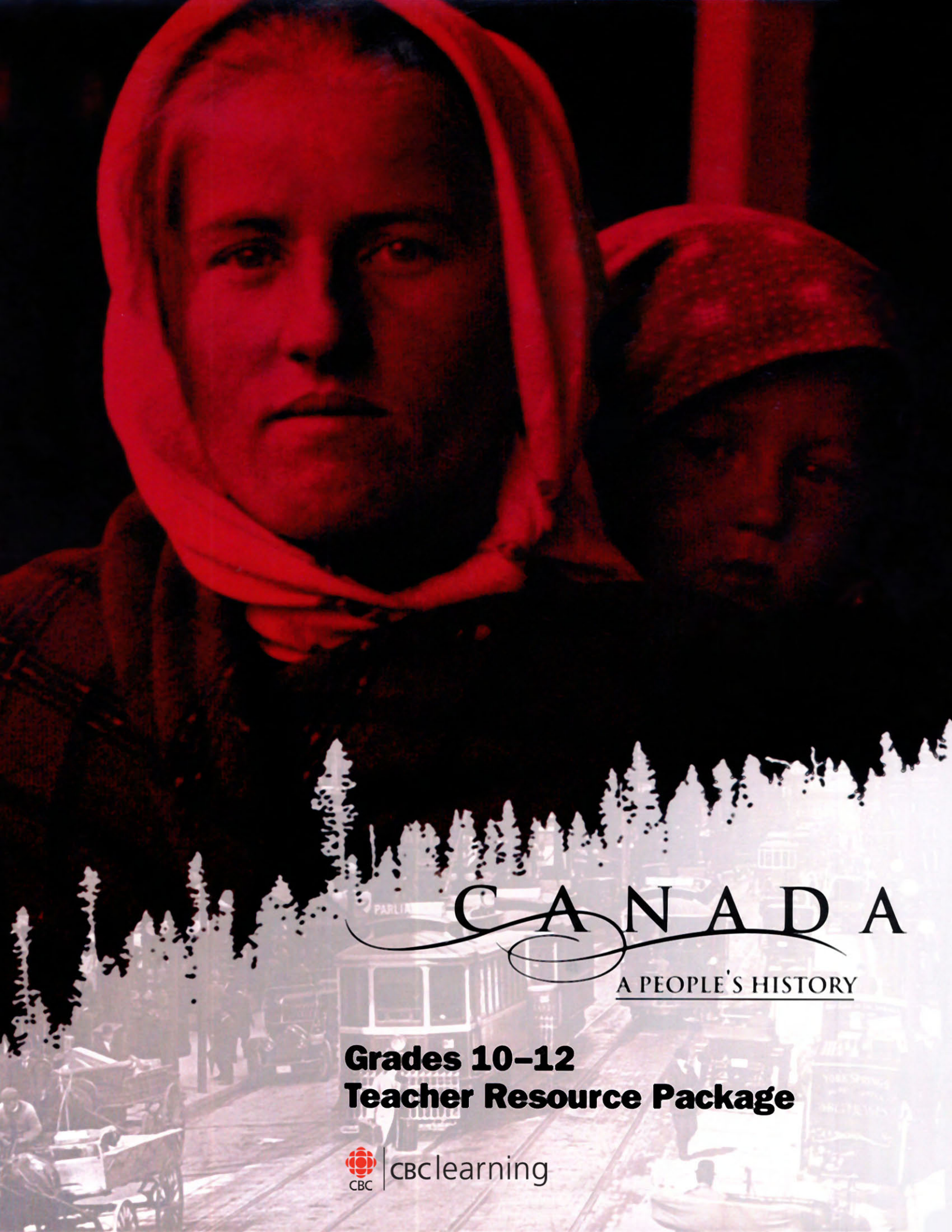

CANADA

A PEOPLE'S HISTORY

Grades 10–12
Teacher Resource Package

CBC | CBC learning

CANADA
A PEOPLE'S HISTORY

Grades 10–12 Teacher Resource Package

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Canada: A People's History

Grades 10–12
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For the Librarian – MARC Records
To assist in cataloguing the *Canada: A People's History* video series and this Teacher Resource Package for your library, MARC records are available on the Web site at www.cbc.ca/history/downloads10to12.html

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Foreword

When CBC and Radio-Canada announced that we had begun production of *Canada: A People's History*, a multi-part, bilingual documentary history of Canada, the reaction was not quite what we'd expected.

We'd expected "Why?" "Who will watch it?" "Canadian history? But that's so boring!"—and we were ready with the answers. What we encountered, instead, was an enthusiastic "Finally! It's about time!" The educational community was among the most vocal of all, and since then, has been one of our most important allies.

We are grateful for the contribution made by so many in this field—historians and history instructors at universities across the country who provided candid insight; school teachers who provided vivid descriptions of the challenges they face in bringing Canadian history to life in their classrooms; Doug Panasis and his Resources.too team who applied both creative and pedagogical talent to creating these materials. It has been exhilarating to work with people who are as committed as we are to blasting through the pervasive myth that Canadian history is boring to learn, and boring to teach.

The thread of our history twists and turns and constantly evolves, with many strands coursing off in different directions all at once. Therein lies the challenge of reflecting our history, and creating the tools our teachers need to give it life for their students. No television series, no book, no library of books could ever encompass the history of Canada. This is a narrative work, evoking and illustrating Canadian history by using the personal testimony of those who lived it. It shows our history's complexity, its humanity and its hope. For hope is a single, uniting theme in *Canada: A People's History*—the stories of the people seeking refuge and hope for their children. I descend not from the *filles du roi*, nor the Loyalists, nor the Aboriginal nations. Yet their stories are also my story; I am Canadian, so they are my ancestors. And the stories of those who came here—from the famines of Africa, from the gas chambers of central Europe, from rafts tossed on the South China Sea, from the refugee camps of the world—these now belong to Canada, to the Native peoples, to the French and to the English. All of our children are in the same schoolyards.

Somewhere in one of your classrooms, a student will watch the series again in 20 years, smile at the peculiar technology and obsessions of the generation that made it, see it as a contribution but also as something that needs new vision. Then, informed by the historical work of your future students, he or she will bring together the production teams, the historians, the researchers, the educators, and the writers to refresh this history. This is the first history of Canada for the television and Internet age. It must not be the last.

Until that day, we hope that you find the *Canada: A People's History* materials—here and on our Web site at www.cbc.ca/history—practical, relevant and stimulating for your classroom. And we hope that your students find them useful, provocative and, most of all, inspiring.

Mark Starowicz

Executive Producer
Canada: A People's History

Using the Teacher Resource Package and Web Site

CBC Non-Broadcast Sales is pleased to provide you with the most current and complete educational tool we can to ensure that you have success utilizing the *Canada: A People's History* video series.

All these materials have been developed by practising Canadian educators who are working in Grade 9 through 12 classrooms. All the suggestions contained in this binder have been reviewed by a panel of Canadian educators to ensure that they provide value and will work in your classroom. We have also researched the most current curriculum documents available in each province to ensure that we are providing activities that support your efforts as you introduce and teach your required outcomes and expectations.

As we developed our support materials, we were guided by four important messages we heard from you:

1. Today's students are visual learners . . . they like to see and experience.
2. Video images provide a visual context for understanding and provide motivation to do active learning activities.
3. In-class time for learning is at a premium . . . teachers need suggestions for usage that recognize their time constraints.
4. Teacher preparation time is virtually non-existent . . . teachers like to have everything they need in a simple-to-use form.

The development of our Teacher Resource Package and our Web site was guided by these messages from you. We believe they will maximize your usage of *Canada: A People's History* as a true educational tool that not only provides excitement and visual stimulation, but also allows for true learning about what it means to be Canadian.

Why a Teacher Resource Package and a Web Site?

You told us that you do not have unlimited time for preparation and prefer tools that are simple to use.

Teacher Resource Package

The Teacher Resource Package provides lesson plan suggestions for all episodes of *Canada: A People's History*, in a simple format that can be used immediately.

Web Site

There are three distinct areas of the Web site that provide additional material at no cost to the teacher:

The Canada: A People's History website – www.cbc.ca/history

- parallels the television series *Canada: A People's History*
- tells behind-the-scenes stories
- provides text, audio, and audiovisual materials from the vast resources of CBC Archives
- includes games and quizzes with a Canadian history focus
- invites you to share information and debate topics in the Discussion Forums

The Teacher Resource Package – www.cbc.ca/history

(On the home page, look for **Teacher Resources** and then **Educational resources for High School Teachers**)

- provides additional information for each Lesson Plan in the Teacher Resource Package

The Teacher Resource Package downloads – www.cbc.ca/history/downloads10to12.html

- find downloadable activity sheets in this area of the Web site
  - Download Sheets accompany many of the Lesson Plans to help you prepare your lessons or provide additional information to share with students
  - Assessment Rubrics accompany the Lesson Plans to aid teachers who choose to use the lessons and activities as part of their evaluation process
- view and download MARC records for library cataloguing of the *Canada: A People's History* video series and Teacher Resource Packages

Elements of the Teacher Resource Package

The Teacher Resource Package provides a variety of teaching tools that can be used in different ways.

Lesson Plans

A Lesson Plan focuses on one or more video chapters (a video chapter is a self-contained segment of video), and can be completed in one or two class periods. Lesson Plans offer a variety of teaching strategies to ensure coverage of history, geography, and civics expectations and outcomes.

Depth Perception: Critiquing *Canada: A People's History*

This section of the Teacher Resource Package creates an interactive dynamic between the viewer and the producer. In it you will find:

- general guidelines and suggested techniques for the aesthetic appreciation of media products with an emphasis on the unique artistic nature of this series
- generic principles and strategies for a comprehensive understanding and appreciation of the series as a distinct medium
- detailed discussion, research, and experiential activities to help students and teachers engage in a study of the discrete nature of this media production

More to Explore

The Lesson Plans provided in the Teacher Resource Package cover core expectations in history, geography, and civics through the use of one or two video chapters. Other video chapters also provide teaching points to cover the curriculum. Suggestions for the usage of these additional video chapters are included in the Additional Resources section of the Teacher Resource Package, under the heading More to Explore.

Using a Lesson Plan

Be sure to visit www.cbc.ca/history/downloads10to12.html to download the tools available to you. Each Lesson Plan contains the following features:

Activities

- two activities provided per lesson plan, one for use at Grades 9-10, one for use at Grades 11-12
- a balance of activities that use a variety of strategies (see Scope and Sequence)
- most activities can be done in one class period; some can be extended to a second day or turned into a major project
- applicable Download Sheets, available at our Web site and listed in the Additional Resources section, indicated in margin beside activity

Video Summary

- brief description of the content of the video chapters used minimizes pre-class preparation
- for additional background information, visit www.cbc.ca/history/ *(see the **Episode Summaries** tab on the left)*

Related Questions to Ask Students

- questions to ask before, during, and after watching the video chapters establish a focus for viewing actively and critically

Margin Information

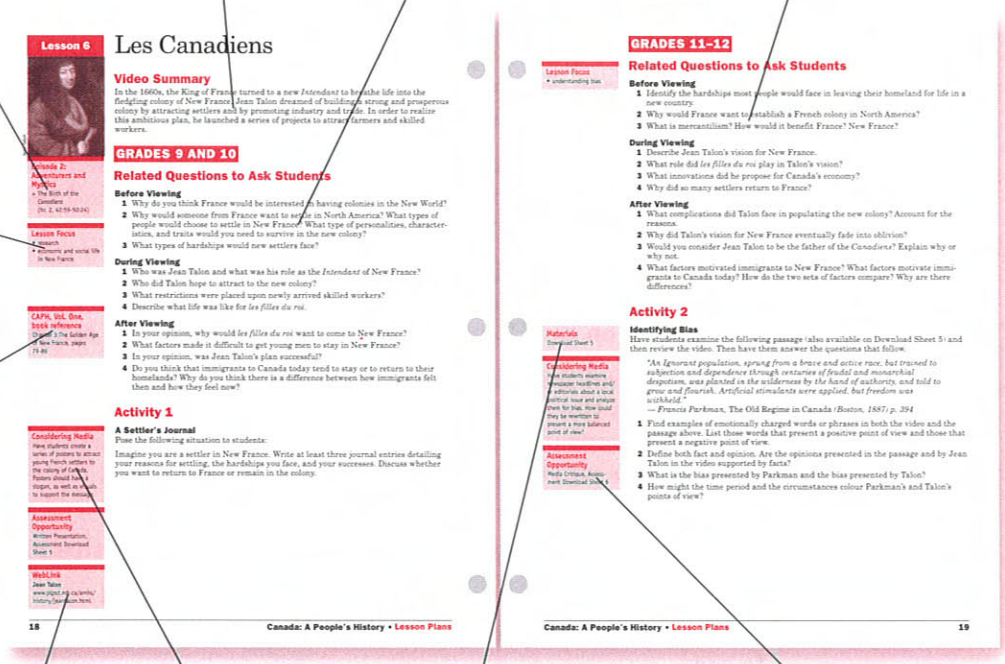
- video chapter names and run times assist you with pre-class preparation

Lesson Focus

- bulleted points indicate general connections to the curriculum

CAPH, Vol. One, Vol. Two, book reference

- referenced in the margin are the companion publications, *Canada: A People's History*, Volume One and Volume Two, by Don Gillmor and Pierre Turgeon, published by McClelland & Stewart. They contain additional information you can share with students.


Lesson 6

Les Canadiens

Video Summary

GRADES 9 AND 10

Related Questions to Ask Students

Before Viewing

During Viewing

After Viewing

Activity 1

A Settler's Journal

GRADES 11–12

Related Questions to Ask Students

Before Viewing

During Viewing

After Viewing

Activity 2

Identifying Bias

Canada: A People's History • Lesson Plans 18

Canada: A People's History • Lesson Plans 19

WebLinks

- relevant Web sites noted to assist students with independent research

Considering Media

- opportunities for students to look beyond the video to consider how media affect us and to create media materials

Materials

- Download Sheets and other necessary materials referenced in margin

Assessment Opportunities

- indicates where one of the Assessment Download Sheets, available at the Web site and listed in the Additional Resources section, might be used

Using the *Canada: A People's History* Video Series

The greatest challenge teachers face with this remarkable series is effectively using the wealth of content it offers—32 hours of dramatic, engaging, informative video!

The Lesson Plans in this Teacher Resource Package help you identify short segments—or video chapters, as they are called here—from each episode that will be an integral resource for your course of study, and will engage students' attention while delivering necessary background and support information to explore the topic or activity at hand.

Video is a flexible resource that offers the teacher a high level of control in the classroom environment. You can adjust the viewing to your students' levels and time requirements, and you can direct your students' viewing, increasing their concentration and ability to focus on content and to recall detail. Video is frequently the point of departure, or the catalyst, for classroom discussion, student research, or for integrating supplementary activities.

Video should always be previewed by the teacher prior to presentation. The video chapters selected to support the Lesson Plans in this Teacher Resource Package have been deemed by the writers and editors to be age- and level-appropriate. However, because you may wish to use more content than that which is indicated, because students may wish to view more of each episode for personal enjoyment or research purposes, and because other video chapters include content of a sensitive or disturbing nature, it is recommended that the teacher preview the videos in their entirety before classroom use.

The time code references that follow each video chapter identified in the Lesson Plans and in the More to Explore section will help you quickly find the start time of the specific video chapter you wish to show.

Note that two-hour episodes are provided to schools on two one-hour videotapes. If the video chapter is on the Hour Two tape, the time code reference indicates "hr. 2." If the video chapter is on the Hour One tape, only the time code reference is indicated.

To most easily find the start of the video chapters, **reset your VCR's video counter to zero as soon as the opening episode images appear**. Video chapter references are cued from this point in real-time on each tape. VCR counters are inconsistent at the best of times, but this will bring you either right to, or close to, the start time of the video chapter you're looking for.

When showing video in the classroom, keep the following tips in mind:

- Do not turn the lights off; this creates a passive mood.
- "Set the scene" by giving students a brief synopsis of the video chapter they're about to see.
- Establish a focus for viewing to encourage active and critical viewing by your students and ask them to have a pen and paper ready for making notes; the Lesson Plans provide pre-, during, and post-viewing questions to assist you.
- Use the pause button (on most VCRs and remote controls) to stop the video chapter when you need to refocus students' attention or ask a question.
- Consider showing the video chapter a second time to increase content retention.

Following these simple steps will create a visual context around which ideas and concepts grow and dramatically enhance the usefulness and enjoyment of integrating *Canada: A People's History* videos in your classroom.

Lesson Plans — Episodes 1–9

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Assessing Students' Work

Relevant assessment opportunities are noted throughout the Teacher Resource Package. A variety of rubrics (as noted in the Lesson Plans), as well as other assessment tools, can be downloaded from **www.cbc.ca/history/downloads10to12.html**

Assessment Tools

The Lesson Plans in the Teacher Resource Package have been created to support the current program in use in your classroom, while recognizing that you already have your own preferred evaluation tools.

Designed to take one to two days of class time, our Lesson Plans include activities that lend themselves to formal assessment. Our writers have noted, in the margin, where an assessment opportunity might be appropriate. To facilitate this assessment, we have included the following downloadable masters, listed in the Additional Resources section.

Tools are also provided to help you assess and evaluate students' work within the section Depth Perception: Critiquing *Canada: A People's History*.

Debate Sheet, Assessment Download Sheet 1
- based on a standard model for debates, this scoring sheet will assist in the evaluation of a formal debate

Group Presentation, Assessment Download Sheet 2
- can be used to score group presentations and communicate progress to students

Oral Presentation, Assessment Download Sheet 3
- can be used to assist in grading oral presentations

Reflecting on What You Have Seen, Assessment Download Sheet 4
- includes simple questions that a teacher might use to verify student comprehension of video content

Written Presentation, Assessment Download Sheet 5
- can be used to assist in grading written assignments

Media Critique, Assessment Download Sheet 6
- can be used to assist in grading media assignments

Media Presentation, Assessment Download Sheet 7
- can be used to assist in grading media-based presentations

Episode Summaries

Episode 1: When the World Began . . .

(15 000 B.C. to 1800 A.D.) 2 hours

Aboriginal people have lived in North America for at least 12 000 years, and possibly much longer. The opening episode of the series ranges across the continent and through the millennia to recount the rich and varied history of the first occupants of the territory that would become Canada. This was a multicultural land, characterized by remarkable diversity. The episode describes the arrival about 500 years ago of a new kind of people, the Europeans, telling the story as much as possible from an Aboriginal perspective. The dramatic high point comes at the electrifying moment of first contact between these two worlds: the North American and the European. It includes the story of Jacques Cartier and Donnacona, the Iroquoian chief whom Cartier first met on the Gaspé shore and later kidnapped; and on the Pacific coast, the story of the Nootka chief Maquinna and John Jewitt, the English sailor who became his captive and, eventually, his reluctant friend.

Episode 2: Adventurers and Mystics

(1540 A.D. to 1670) 2 hours

During the 16th century, the European view of North America changed radically. At first simply a barrier to be sailed around on the way to the Orient, North America came to be seen as a place where permanent colonies should be established. This episode describes that change and its far-reaching consequences. It traces the search for the Northwest Passage, the early fur trade and the expansion of the Grand Banks fishery, leading to the first tentative attempts at settlement in Acadia, Newfoundland, and Quebec. It then follows the history of New France through its precarious first 50 years—the era of Samuel de Champlain, the first Aboriginal alliances and conflicts, the commercial pursuit of furs and the Jesuits' quest for souls. The episode concludes as Louis XIV takes personal control of the struggling outpost, sending French soldiers to defend it against the formidable Iroquois warriors and, to populate the colony, sending eligible young women—the *filles du roi*—to become their wives.

Episode 3: Claiming the Wilderness

(1670 to 1755) 1 hour

This episode tells the remarkable story of how a small French settlement on the St. Lawrence, its population outnumbered more than 20 to 1 by the fast-growing English colonies to the south, managed to explore and occupy almost the entire continent between 1660 and 1750. It is peopled with forceful and colourful characters: soldiers and fur traders like Frontenac, de La Salle, and d'Iberville, who controlled the Mississippi and voyaged far to the north and west. But it is also a story of the *habitants* and *seigneurs*, artisans and townspeople who built a flourishing society in the St. Lawrence valley and in the maritime colony of Acadia. Throughout this century, England and France were either at war in North America or preparing for war, while the terrible fate that befell the Acadians in 1755 announces the beginning of their final conflict in North America.

Episode 4: Battle for a Continent

(1754 to 1775) 2 hours

A period of a little more than two decades in the mid-18th century shaped Canada in profound ways. The Seven Years' War, a conflict that begins as a clash between the *Canadiens* and land-hungry American settlers in the Ohio Valley, becomes a world war that engulfs the continent. The British fleet launches the greatest naval invasion in North America's history, at the fortress of Louisbourg. In 1759, the British juggernaut reaches Quebec, but the citadel withstands a devastating siege and bombardment. The battle for North America unfolds on an abandoned farmer's field, the Plains of Abraham, just outside the city's walls. In 1763, 70 000 French colonists come under British rule, setting in motion a French-English dynamic that has marked our history ever since. And as Britain's American colonies move toward open rebellion, its "new subjects" suddenly begin to appear as Britain's best hope for a continuing presence in the New World.

Episode 5: A Question of Loyalties

(1775 to 1815) 2 hours

The episode covers the years from the beginning of the American Revolution to the end of the War of 1812. It opens with the American invasion of Canada in 1775, an invasion whose failure had much to do with the *Canadiens*' refusal to take up arms against British rule. The mass migration of Loyalists that followed—more than 40 000 people in all—created an English-speaking Canada virtually overnight. Not much later, the leaders of the *Canadiens* embraced the newly introduced parliamentary democracy as a way of affirming their own identity. The next American invaders, in 1812, were fought to a standstill, setting boundaries that remain in place today and confirming the existence of a separate British North America for the northern half of the continent.

Episode 6: The Pathfinders

(1670 to 1850) 2 hours

The opening of the Canadian West is a story of great fur-trading empires; the Aboriginal people who were the fur traders' indispensable allies and collaborators; bold explorers and map-makers. The scale is epic, covering two centuries and the boundless territory from the Great Lakes to the Arctic Ocean and long-sought-for Pacific. It is a tale of renegades like Pierre Esprit Radisson, who founded an English trading empire; of loyal soldiers like Pierre Gaultier de Varennes, sieur de la Vérendrye, who spent a lifetime searching for the Western Sea and paid dearly for it; of Matonabbee, the tough Dene chief who led Samuel Hearne on a monumental trek into the Barren Lands; and of the arrogant and single-minded Alexander Mackenzie, whose dash to the Pacific made him one of the most celebrated men of his age. And it is the story of David Thompson, who did more than any other man to unlock the secrets of the West. The episode concludes as settlers on the prairies and gold miners in British Columbia begin to claim the West for themselves. The fur trader's day is seen coming to an end.

Episode 7: Rebellion and Reform

(1815 to 1850) 2 hours

The episode focuses on the rebellions of 1837-38, the political conflicts that led to them, and their unexpected consequences. It portrays a colonial society caught up in a torrent of rapid growth and currents of democratic thought after the end of the Napoleonic Wars. Through the figures of Joseph Howe, Louis-Joseph Papineau and William Lyon Mackenzie, it traces the strikingly different courses these political conflicts took in Nova Scotia, Lower Canada, and Upper Canada. Despite the harsh repression that followed the Canadian rebels' defeat, within 10 years English- and French-speaking politicians would establish a long-lasting political partnership that won the prize of self-government.

Episode 8: The Great Enterprise

(1850 to 1867) 2 hours

In a few short years, a handful of small and separate British colonies are transformed into a new nation that controls half the North American continent. The remarkable story of Confederation, its supporters and its bitter foes, is told against a backdrop of Civil War in the United States and Britain's growing determination to be rid of its expensive, ungrateful colonies. The dawn of the era of photography provides a vivid portrait of the diverse people who make up the new Dominion of Canada: the railway magnates, the unwed mothers of Montreal, the nuns who provide refuge for the destitute, the prosperous merchants of Halifax, the brave fugitives of the Underground Railroad, and the tide of Irish immigrants who flood into the cities.

Episode 9: From Sea to Sea

(1867 to 1873) 1 hour

Confederation is barely accomplished when the new Dominion must face an enormous challenge: extending its reach into the vast prairies and beyond, to the Pacific Ocean. But Canada blunders catastrophically in seeking to take over the West without the consent of its inhabitants, especially the Métis of Red River and their leader, the charismatic, troubled Louis Riel. The resistance of 1869-70 lays the groundwork for Manitoba to join Canada, but it also sets the stage for decades of conflict over the rights of French and English, Catholic and Protestant in the new territories. Thanks to an audacious promise of a transcontinental railway in 10 years, the settlers of British Columbia are more easily convinced of the merits of union; by 1873 Prince Edward Island has joined as well, and Canada can boast a dominion that extends from sea to sea to sea.

Lesson Plan Summaries

The Lesson Plans will assist you in integrating the wealth of video content in *Canada: A People's History* into your classroom. The following chart will help you choose appropriate Plans for your classroom. All Lesson Plans should take one to two class periods.

Episode 1: When the World Began

Lesson 1:
Canada's First Peoples

Focus: Aboriginal-European relations
Activity Summary (9-10): understanding a people
Activity Summary (11-12): understanding bias

Lesson 2:
The Aboriginal Oral Tradition

Focus: Aboriginal culture, oral history
Activity Summary (9-10): understanding legends and oral history
Activity Summary (11-12): understanding legends and oral history

Lesson 3:
Maquinna

Focus: settlement and first contact
Activity Summary (9-10): understanding historical bias
Activity Summary (11-12): understanding historical bias

Episode 2: Adventurers and Mystics

Lesson 4:
The Early Colonization of Newfoundland

Focus: geography, economics
Activity Summary (9-10): understanding geographic impact on settlement
Activity Summary (11-12): analyzing and interpreting primary sources

Lesson 5:
Étienne Brûlé

Focus: Aboriginal-European relations
Activity Summary (9-10): understanding stereotypes
Activity Summary (11-12): understanding cultural influences

Lesson 6:
Les Canadiens

Focus: economics, immigration and settlement
Activity Summary (9-10): understanding reasons for settlement
Activity Summary (11-12): analyzing bias

Episode 3: Claiming the Wilderness

Lesson 7:
Life in New France, 1749

Focus: customs and culture
Activity Summary (9-10): understanding French-Canadian culture
Activity Summary (11-12): analyzing French-Canadian art

Lesson 8:
The Expulsion of the Acadians

Focus: deportation and displacement
Activity Summary (9-10): summarizing the Acadian expulsion
Activity Summary (11-12): dramatizing the Acadian expulsion

Episode 4: Battle for a Continent

Lesson 9:
The Battle at Louisbourg

Focus: military history and strategy
Activity Summary (9-10): researching the history of Louisbourg
Activity Summary (11-12): analyzing military strategy at the battle of Louisbourg

Lesson 10:
The Battle of the Plains of Abraham

Focus: military history
Activity Summary (9-10): preparing an eyewitness account of the Battle of the Plains of Abraham
Activity Summary (11-12): profiling the people in the Battle of the Plains of Abraham

Lesson 11:
Chief Pontiac and the British

Focus: First Nations land claims
Activity Summary (9-10): understanding alliances
Activity Summary (11-12): reflecting on land claims

Episode 5: A Question of Loyalties

Lesson 12:
The United Empire Loyalists

Focus: national unity, social and political change
Activity Summary (9-10): writing a first-person account of a Loyalist
Activity Summary (11-12): analyzing and interpreting national myths

Lesson 13:
The American Revolution and the First Nations

Focus: Aboriginal-European relations
Activity Summary (9-10): evaluating a historical figure
Activity Summary (11-12): understanding the role of Aboriginal peoples in the development of Canada

Lesson 14:
Fleeing to Canada

Focus: geography, migration, black history
Activity Summary (9-10): mapping the flight from the United States
Activity Summary (11-12): analyzing historical texts

Episode 6: The Pathfinders

Lesson 15:
The Fur Trade

Focus: geography, economics
Activity Summary (9-10): identifying and describing Canada's ecozones
Activity Summary (11-12): researching an explorer's ecozone

Lesson 16:
The Life of a Fur Trader

Focus: economics and trade
Activity Summary (9-10): role-playing trade
Activity Summary (11-12): understanding culture and bias

Lesson 17:
The Maps of David Thompson

Focus: cartography
Activity Summary (9-10): creating maps
Activity Summary (11-12): mapping the Columbia River region of Canada

Episode 7: Rebellion and Reform

Lesson 18:
Journalists, Politicians, and Reformers

Focus: politics, the role of newspapers
Activity Summary (9-10): understanding political leaders and their causes
Activity Summary (11-12): analyzing the role of newspapers in politics

Lesson 19:
Social and Political Tensions in Montreal

Focus: political conflict
Activity Summary (9-10): dramatizing French-English political and social tensions
Activity Summary (11-12): assessing the impact of disease on a city

Lesson 20:
Baldwin and Lafontaine

Focus: government
Activity Summary (9-10): writing from a given point of view
Activity Summary (11-12): creating a political campaign

Episode 8: The Great Enterprise

Lesson 21:
Immigration to Canada after 1830

Focus: immigration and settlement, black history
Activity Summary (9-10): analyzing the experience of slavery through music
Activity Summary (11-12): researching early black communities

Lesson 22:
The Making of Confederation

Focus: Confederation
Activity Summary (9-10): comparing opinions on Confederation
Activity Summary (11-12): understanding constitutional debate

Lesson 23:
The London Conference

Focus: government
Activity Summary (9-10): exploring how a bill becomes law
Activity Summary (11-12): debating the merits of Confederation

Episode 9: From Sea to Sea

Lesson 24:
The Red River Resistance

Focus: land appropriation, human rights
Activity Summary (9-10): understanding the human side of land appropriation
Activity Summary (11-12): understanding bias

Lesson 25:
Macdonald, Cartier, and the Pacific Scandal

Focus: political scandal
Activity Summary (9-10): writing a political speech from a given point of view
Activity Summary (11-12): writing an editorial and an editorial cartoon from a given point of view

Scope and Sequence

Lesson Number and Title	Activity Skills Focus					
	Critical Thinking	Writing	Using Visual Information	Oral Presentation	Media	Research
Lesson 1: Canada's First Peoples	•		•			•
Lesson 2: The Aboriginal Oral Tradition	•			•	•	
Lesson 3: Maquinna	•			•		
Lesson 4: The Early Colonization of Newfoundland	•					
Lesson 5: Étienne Brûlé		•	•			•
Lesson 6: Les Canadiens	•	•				
Lesson 7: Life in New France, 1749			•			•
Lesson 8: The Expulsion of the Acadians		•		•		
Lesson 9: The Battle at Louisbourg		•	•			•
Lesson 10: The Battle of the Plains of Abraham		•		•		
Lesson 11: Chief Pontiac and the British	•	•		•		
Lesson 12: The United Empire Loyalists	•	•				
Lesson 13: The American Revolution and the First Nations	•					
Lesson 14: Fleeing to Canada	•	•	•			
Lesson 15: The Fur Trade		•	•			•
Lesson 16: The Life of a Fur Trader	•			•		
Lesson 17: The Maps of David Thompson		•	•			•
Lesson 18: Journalists, Politicians, and Reformers	•				•	
Lesson 19: Social and Political Tensions in Montreal	•	•		•		
Lesson 20: Baldwin and Lafontaine		•	•	•		
Lesson 21: Immigration to Canada after 1830		•				•
Lesson 22: The Making of Confederation	•		•	•		•
Lesson 23: The London Conference		•		•		•
Lesson 24: The Red River Resistance	•	•				
Lesson 25: Macdonald, Cartier, and the Pacific Scandal		•		•	•	

Lesson 1

Canada's First Peoples

Shawnadithit

Episode 1: When the World Began

> Episode Beginning (4:38-11:54)

> A Continent of Nations (47:13-54:12)

Lesson Focus

- human extinction
- Aboriginal-European relations

CAPH, Vol. One, book reference

Chapter 1: The Centre of the World, pages 14-19

Video Summary

In 1829, William Cormack encountered a Beothuk woman named Shawnadithit. Cormack became enthralled by her people, their history, and their fate and embarked on a long quest to determine what had happened to the Beothuk people. Shawnadithit provided maps and sketches that chronicled the saga of her life and that of her people, but all that Cormack could discover was that this once-proud nation of Newfoundland had vanished. It was as if Shawnadithit had stumbled out of a land of ghosts.

GRADES 9–10

Related Questions to Ask Students

Before Viewing

1. Identify some North American Aboriginal peoples and where they lived on the continent.
2. How did the lives of Native North Americans differ from those of Europeans at the time?
3. What were some of the typical results of interactions between European settlers and North American Native peoples?

During Viewing

1. Why do you think Shawnadithit was employed as a scullery maid?
2. Why did the Beothuk avoid contact with strangers?
3. With what information did Shawnadithit provide Cormack?

After Viewing

1. What happened to Shawnadithit's body after her death? Why were parts of her body sent overseas? What does this imply about the Europeans' treatment of Native North Americans?
2. Name two things that could be done today to commemorate the tragedy of Shawnadithit and the Beothuk people.

Activity 1

Time Capsule

Present the following situation to students:

You are the last member of your family. To make sure your family will not be forgotten after you are gone, you want to make a time capsule.

WebLink

The Beothuk

www.infonet.st-johns.nf.ca/providers/green/beo1.html

Have students list what they would include in their time capsule, including an explanation of why they chose each item and what each item reveals about their family and themselves. Students can share their lists with the class.

Next, ask students:

- If you were to make a time capsule for the Beothuk before their disappearance, what would you include? How would you explain the results of Beothuk-European interaction?

Create a class list of students' suggestions and explanations. Ask:

- What would your time capsule indicate about the Beothuk to people finding the time capsule in the future?

Finally, discuss the similarities and differences among their own time capsules and the one they would create for the Beothuk.

GRADES 11–12

Related Questions to Ask Students

Lesson Focus
- human extinction
- Aboriginal-European relations
- understanding bias

Before Viewing

1. Provide a definition of *extinction* and give examples.
2. Provide a definition of *genocide* and give examples.
3. What is the difference between extinction and genocide?

During Viewing

1. Describe the interaction between the Beothuk and the Europeans. What does this reveal about the Beothuk culture?
2. What does Cormack discover about the Beothuk's fate? What is his reaction? Account for Cormack's views.

After Viewing

1. Why were the Beothuk wary of strangers? Why did they not defend their ancestral lands?
2. Would you characterize the disappearance of the Beothuk as extinction or genocide? Why?

Activity 2

Materials
- Download Sheet 1

Considering Media
Have students role-play a reporter interviewing Shawnadithit, or the last surviving Beothuk, for a news broadcast. Alternatively, students can role-play a reporter interviewing William Cormack regarding the fate of the Beothuk.

Assessment Opportunity
Reflecting on What You Have Seen, Assessment Download Sheet 4

Recognizing and Understanding Bias

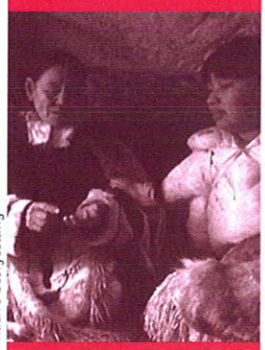
Give students Download Sheet 1 and have them read the following quotations:

> *"Shawnadithit is now becoming very interesting as she improves in the English language and gains confidence in people around."*
>
> *"I kept her pretty busily employed in drawing historical representations of everything that suggests itself relating to her tribe, which I find is the best and readiest way of gathering information from her."*
>
> *"In Newfoundland, there has been a primitive nation, once claiming rank as a portion of the human race, who have lived, flourished and now become extinct in their own orbit."*

Have students analyze Cormack's references to Shawnadithit, the Beothuk, and the British, focusing particularly on bias and prejudice. Have them answer the following questions.

1. Identify words or phrases that are emotionally charged or patronizing. Explain.
2. What type of image is being painted of Shawnadithit, the Beothuk, and the British?
3. How might the time period and circumstances colour Cormack's views of the Beothuk and the British?

Lesson 2



Native Storytelling

Episode 1: When the World Began
> The Crossing (11:54-19:24)

Lesson Focus
- oral history
- Native North American culture
- archaeology

CAPH, Vol. One, book reference
Chapter 1: The Centre of the World, pages 2-10

The Aboriginal Oral Tradition

Video Summary

This chapter presents the creation stories that Canada's First Peoples tell about their origins, and the main scientific theories that explain their arrival and settlement in North America. The most widely accepted theory—the land bridge that lay between Siberia and Alaska during the last Ice Age—is described in detail.

GRADE 9-10

Related Questions to Ask Students

Before Viewing

1. What stories are you familiar with that explain the origins of the universe, Earth, and human beings?
2. Why do you think such stories are important for people?
3. Why do you think the Native peoples of Canada are referred to as the Aboriginal peoples or First Peoples?

During Viewing

1. In your own words, retell the creation stories of two of the Aboriginal groups that are portrayed in the video.
2. Explain how and when the Aboriginal peoples first arrived in the Americas.
3. Explain why the prehistoric gravesite found on the coast of Labrador is such an important archaeological discovery.

After Viewing

1. State the main difference between the Salish story about their people's origins and those told by other Aboriginal peoples.
2. Explain how the rise and fall of the oceans during the last Ice Age influenced the arrival and settlement of the Aboriginal peoples in the Americas.
3. State three facts about the prehistoric inhabitants of coastal Labrador, based on the gravesite found there.
4. Name three great empires founded by Aboriginal peoples in the Americas. Find out where each of them was located.

Activity 1

Considering Media
Have students videotape one another telling their creation stories. View the tapings and discuss how they think taping a story changes the way it is told, heard, and shared.

Retelling the Stories

From the information provided in this chapter of the video, have students create two stories about the arrival of the Aboriginal peoples in the Americas, one based on their own oral tradition, and the other on the archaeological record.

In the oral tradition, have students use one of the concepts of the giant turtle, the raven, mud people, or the trek across water.

From the archaeological record, have students use one of the theories of the Ice Age, the land bridge, or the caribou.

Have students present their two stories to the class. Ask:

- How are these stories different? How are they similar?
- What kinds of answers does each story provide to the question of the origins of the First Peoples of the Americas?

Assessment Opportunity
Oral Presentation, Assessment Download Sheet 3

GRADE 11-12

Related Questions to Ask Students

Lesson Focus
- oral history
- Native North American culture
- archaeology

Before Viewing

1. What are the main religious and scientific explanations for the origins of the universe, Earth, and human beings?
2. Why have people created stories about creation?
3. Why is it important for Canada's Native peoples that they be regarded as the country's original inhabitants?

During Viewing

1. Briefly summarize the creation stories of the Iroquois, Haida, Blackfoot, and Salish peoples.
2. What was happening in the Americas: 100 000 years ago; 15 – 20 000 years ago; and 7000 years ago?
3. In what ways are the Aboriginal peoples of the Americas similar? How are they different?

After Viewing

1. What have you learned about the significance of Aboriginal creation stories to the cultures and belief systems of Canada's First Nations?
2. What is remarkable about the ability of Aboriginal peoples to establish themselves successfully in all climatic and geographical regions of the Americas?
3. Why is the archaeological find of the prehistoric gravesite of the walrus hunters in Labrador so important?

Activity 2

WebLink
Head-Smashed-In Buffalo Jump
www.head-smashed-in.com

Oral Stories

Have students read the following passage.

> *"The story of life in North America before the arrival of the Europeans can be found in the sporadic archaeological evidence that survives. But it is also passed on to us through the oral tradition of the continent's first inhabitants. While the archaeological record is more factually reliable, the oral legacy is often more compelling and speaks to a larger, metaphorical truth. These stories teach, record history, and offer entertainment. Unconfined by a conventional Western narrative structure, with circular themes and wild, surreal tangents, they often resemble dreams: the collective wisdom and nightmares of a people."*
> *— (Canada: A People's History, Volume 1, pages 2-3)*

Have students discuss how they would apply this comment to:

- **a** the specific stories told by the Iroquois, Haida, Blackfoot, and Salish peoples about the origins, and
- **b** their archaeological record of the arrival and settlement of Aboriginal peoples in the Americas.

Have them use the following questions to help formulate their conclusions:

1. What kinds of explanations for their origins do the creation stories provide for the people who told them?
2. Why do these stories seem so strange to us?
3. What are the main differences between the Aboriginal creation stories and the account of their arrival and settlement in the Americas based on the archaeological record?
4. Why are both kinds of stories useful to historians in their efforts to understand Aboriginal cultures before the arrival of the Europeans to the Americas?

Lesson 3

Maquinnaand another Nootka Chief

Episode 1: When the World Began
> An Air of Savage Magnificence (38:14-42:47)
> Captivity (42:47-50:01)

Lesson Focus
- Aboriginal-European relations
- historical bias

CAPH, Vol. One, book reference
Chapter 1: The Centre of the World, pages 31-42

Materials
- video camera (optional)

Assessment Opportunity
Media Presentation, Assessment Download Sheet 7

Maquinna

Video Summary

These video chapters tell the story of Maquinna, a Nootka Chief, and the events surrounding his contact with a blacksmith-sailor, John Jewitt. In 1803 the trading ship *Boston* reached the shores of Vancouver Island. The ship's captain insulted Maquinna, who retaliated by having his men attack and massacre the crew of the *Boston*. Only Jewitt was spared, and he spent three years in Maquinna's service before he escaped.

GRADES 9–10

Related Questions to Ask Students

Before Viewing

1. Why do you think people move to the West Coast today? Which of these reasons might not have existed 200 years ago? Explain.
2. What is a stereotype? How do stereotypes limit understanding?
3. How do people of different cultures influence one another?

During Viewing

1. What was John Jewitt's opinion of the Nootka people at first contact? During the massacre and his capture? During the time of his captivity? After his rescue?
2. Explain how you might feel after being publicly humiliated.
3. Was Jewitt justified in lying to Maquinna about the letter to the *Lydia*? Explain your viewpoint.

After Viewing

1. Why do you think John Jewitt would spend the remainder of his life after his rescue recounting the events of his life with the Nootka?
2. What effect might Jewitt's escape have had on the life of Maquinna?
3. What impact might Jewitt's presence have had on Maquinna's people and on other Native peoples?

Activity 1

As I See It

Have students create one of the two following videos. They can use information from *Canada: A People's History,* both the video and the book, and should consider the influence they have as the teller of the story. This activity can be done in storyboard form if students do not have access to video equipment.

a News Documentary

Create a "New England News" documentary of the events of John Jewitt's life in captivity. Include references to:

- the events of the attack on the B*oston*
- the comments from interviews of family members of the *Boston* crew
- a description of the Nootka people
- a description of the kinds of trade items sought by the *Boston* from the Nootka
- editorial comment suggesting an American government response to the attack on the *Boston*

b Oral History

Create a video of a Nootka storyteller recounting the life of Chief Maquinna. Include references to:

- Maquinna's prowess as a shrewd trader

- the grievous dishonour dealt to him by the Captain of the *Boston*
- Maquinna's response to the Captain's tirade
- the great generosity of Maquinna in sparing the life of John Jewitt
- the lavish potlatches held by Maquinna to show his wealth and greatness
- the pain experienced by Maquinna after Jewitt's betrayal

Have students present their videos. As a class, discuss the impact of cultural perspective on historical "fact."

GRADES 11–12

Lesson Focus
- Aboriginal-European relations
- historical bias

Related Questions to Ask Students

Before Viewing

1. Imagine that you have been forcibly captured and enslaved by people whose culture and language you do not understand. Discuss how you would feel and react to such a situation.
2. Compare the Nootka tradition of the potlatch, where the greater the gifts given to guests, the wealthier and greater the host, to today's desire to acquire and possess the greatest wealth.
3. Consider a time when you have felt humiliated. How did you feel and what did you want to do about it? Did you do it? Why or why not?

During Viewing

1. How does Maquinna's capture of John Jewitt compare with Jacques Cartier's capture of Donnacona and his sons?
2. How objective was Jewitt able to be in describing the Nootka people after his rescue?
3. Identify examples of Jewitt's assimilation into the Nootka culture.

After Viewing

1. After Maquinna's attack on the *Boston*, no trading ship came to Vancouver Island for three years. How do you think Maquinna's decision to attack the *Boston* affected the business lives of the Nootka?
2. Why do you think captives and captors develop a bond, as Jewitt and Maquinna did?
3. How valid are marriage vows taken under duress, as were those of Jewitt during his captivity? Did he have any obligation to his first wife and child after his escape?

Activity 2

Materials
- Download Sheet 2

Who Am I?

The following activity will help students understand the history of stereotyping, and how it affects different groups of people. It is important that this issue be handled carefully, and that students understand that applying a stereotype is not an acceptable way to understand a group of people.

WebLink
Assembly of First Nations
www.afn.ca

Have students read and discuss the quotations on Download Sheet 2, then have them answer the questions below.

- Compare the views expressed in this reading with the commonly held stereotypes in existence today. In what ways are these views similar? Different?
- Discuss the reasons that stereotypes exist.
- Evaluate the effect of these stereotypes on Aboriginal people and on non-Aboriginal people.
- What role can education play in devising ways to eliminate these stereotypical perceptions?

Lesson 4

Map of Newfoundland, 1497

Episode 2: Adventurers and Mystics
> The Lost Colony (15:37-23:09)

Lesson Focus
- early colonization
- geography and economics of Newfoundland
- Aboriginal-European relations

CAPH, Vol. One, book reference
Chapter 2: They That Go Down to the Sea in Ships, pages 55-58

Materials
- Download Sheet 3
- atlas of Canada

WebLinks
The History of the Northern Cod Fishery
www.stemnet.nf.ca/cod/home1.htm
Newfoundland and Labrador Heritage
www.heritage.nf.ca/exploration/sponsored.html

The Early Colonization of Newfoundland

Video Summary

Long used as a temporary base by European fishers, Newfoundland's rich offshore cod stocks made it an attractive site for a more secure British settlement. In 1610, a group of London merchants sent 39 English colonists to Cupid's Cove, on Conception Bay. This was to be the first British colony in what is now Canada. But the colonists faced harsh winters, poor soil for growing crops, lack of financial support from London, outbreaks of disease, and frequent pirate raids. The Beothuk were reluctant to befriend the newcomers, thus depriving the colonists of the skills and knowledge that would have helped them survive. By 1631 the last colonists had departed. The first British attempt to found a permanent colony in Canada had failed.

GRADES 9–10

Related Questions to Ask Students

Before Viewing

1. What do you know about the climate, geography, and economic resources of Newfoundland?
2. What difficulties do you think early English colonists would have faced in establishing a colony in Newfoundland?
3. Why has fishing been such an important part of Newfoundland's economy and history?

During Viewing

1. Why was Newfoundland well known to Europeans even before the first English colony was established there?
2. Why did John Guy think that an English colony in Newfoundland would be successful and profitable?
3. Why were the Beothuk important to the early English colonists in Newfoundland?

After Viewing

1. Why did the first English colony in Newfoundland fail?
2. Why would life in the colony have been harsh and difficult for the settlers?
3. Why do you think John Guy failed to attract sufficient support for his colony from the investors in Britain?

Activity 1

Could the Newfoundland Colony Have Succeeded?

Provide students with Download Sheet 3 (an outline map of Newfoundland) as well as an atlas. Have students form groups to discuss the reasons for the failure of British efforts to establish a colony in Newfoundland in the early 17th century, using the video chapter and the atlas for information. Students should determine which was the most important reason for the failure, and why. Students can record relevant information on the map.

Next, have students develop a scenario that imagines the eventual success of the colony, taking Newfoundland's climate, geography, and other historical factors into account.

Students should use the following ideas as a focus for their discussion:

- Newfoundland's resources and their importance for Europe
- how European states established colonies at this time

- the importance of good colonial leadership
- relationship between Aboriginal peoples and colonists
- the natural and human barriers to colonization
- reasons for success of other European colonies in North America

GRADES 11–12

Lesson Focus
- early colonization
- geography and economics of Newfoundland
- Aboriginal-European relations

Related Questions to Ask Students

Before Viewing

1. How would the first British colonists make use of the natural resources Newfoundland offered to them in the early stages of settlement?
2. Why would establishing a permanent settlement in Newfoundland have posed serious challenges for the early colonists coming there from Britain?
3. What difficulties do you think the early settlers in Newfoundland would have faced when they arrived to establish a settlement there?

During Viewing

1. Why did John Guy think a permanent English colony in Newfoundland would give that country control over the cod fishery?
2. How did the colonists' relations with the Beothuk affect the colony's chances for survival?
3. What natural and human problems did the Newfoundland colonists face in their efforts to establish a permanent settlement?

Considering Media
Have students write and videotape (or storyboard) a script of an interview between an English reporter and John Guy, after Guy's return to England in 1615, in which he gives his account of the reasons for the colony's failure.

After Viewing

1. What do you think was the main reason for the failure of the British colonization of Newfoundland at this time? Why?
2. Do you think the British investors should have been more committed to the Newfoundland colonization scheme? Why or why not?
3. To what extent do you think Newfoundland's early experience of colonization and economic development shaped its later history?

Activity 2

Materials
- Download Sheet 4

Assessment Opportunity
Reflecting on What You Have Seen, Assessment Download Sheet 4

Analyzing and Interpreting Primary Sources

Have students read the quotations from John Guy and colonist Henry Crout, in the original 17th-century English, on Download Sheet 4.

Ask students to paraphrase the quotations in modern English, stating who said each of them. They should then use the following questions as a focus for analyzing and interpreting these quotations as primary sources (eyewitness accounts or records dating from a period of history contemporary historians are studying) for learning about the early history of English colonization in Newfoundland. Have students use the information in this video chapter to provide a historical background context for these quotations, and determine the extent to which they think these quotations are reliable primary sources.

- Why did John Guy think an English colony in Newfoundland would be important for Britain and profitable for the investors supporting it?
- What advantages did Guy think Newfoundland offered as a site for an English colony?
- What difficulties did colonists like Henry Crout face in their efforts to establish new lives for themselves in Newfoundland?
- According to John Guy, what was the major reason for the colony's failure?

Lesson 5

Ste-Marie Among the Hurons

Episode 2: Adventurers and Mystics
> A Frenchman Among the Hurons (39:22-46:36)

Lesson Focus
- Aboriginal-European relations
- economics
- understanding prejudice and stereotypes

CAPH, Vol. One, book reference
Chapter 2: They That Go Down to the Sea in Ships, pages 58-74

WebLink
The Virtual Museum of New France
www.vmnf.civilization.ca

Assessment Opportunity
Written Presentation, Assessment Download Sheet 5

Étienne Brûlé

Video Summary

This video chapter chronicles the time spent by 18-year-old Frenchman Étienne Brûlé with the Huron Nation. To strengthen his alliance with the Huron, Champlain traded Brûlé for a young Aboriginal man. Brûlé learned the language and customs of the Huron while convincing them to bring their beaver skins to the trading post at Quebec each spring. His commercial goal was succesful, and he returned from Huronia a changed man.

GRADES 9–10

Related Questions to Ask Students

Before Viewing

1. What do you know about the Huron Nation before the arrival of Champlain?
2. What effect might the arrival of an explorer and trader like Champlain have on a strong nation like the Huron?
3. Why would traders and missionaries be in conflict in New France?

During Viewing

1. Explain the role Étienne Brûlé played for the French and the Huron during his stay in Huronia.
2. The alliance between the Huron and the French allowed Samuel de Champlain to discover a complex Native society. In your words, describe this society.
3. How does the first Recollet, Gabriel Sagard, perceive Huron society? Explain why.

After Viewing

1. Establish three facts that indicate a good relationship between the French and the Huron.
2. Create a character sketch of Étienne Brûlé and compare his status with that of Samuel de Champlain.
3. What influences did the French have on the material needs of the Aboriginal people after the arrival of Samuel de Champlain?

Activity 1

Understanding Stereotypes

The following activity will help students understand the history of stereotyping, and how it affects different groups of people. It is important that this issue be handled carefully, and that students understand that applying a stereotype is not an acceptable way to understand a group of people.

Explain to students that the missionaries in Champlain's times felt that the Aboriginals were under the influence of Satan and that it was their job as Christians to change what they saw as an "immoral" way of life.

Have students define the word *stereotype*, and, together, discuss the definition as a class. Ask:

- Whose point of view gave rise to the missionaries' stereotypes of the Huron?
- What do you think the Huron thought of the missionaries? Of the fur traders?

Have students write a short essay explaining how stereotypes serve to maintain prejudices among peoples.

GRADES 11–12

Lesson Focus
- Aboriginal-European relations
- economics

Related Questions to Ask Students

Before Viewing

1. How would you react if you had to live for six months with a family from a different culture? What do you think you would gain from the experience?
2. Why do you think Samuel de Champlain would think it was important to leave a Frenchman with the Huron? What would the French gain? Explain your answer.

During Viewing

1. In your own words, explain why the Huron Nation was considered so powerful in New France.
2. How did Brûlé adapt to the Huron way of life? What did he learn?
3. How did the *coureurs de bois* such as Étienne Brûlé perceive the missionaries in New France?

After Viewing

1. The French and the Huron engaged in bartering. Explain what advantages each society gained from this.
2. Do you think the French were a good influence on the Huron? Explain.
3. Do you think the Huron were a good influence on the French? Explain.
4. How do you think the Iroquois and English might have reacted to the alliance between the French and Huron?

Activity 2

Cultural Influences

The French and Huron, in creating their alliance in the early 1600s, were trading not only material goods, but ideas and thoughts as well. The influence of each was felt on the other.

Drawing from their personal experience and from research, have students create a collage exploring how the cultures of different people in Canada today influence one another and how those cultures influence Canada. Have students write brief notes to accompany their collage, and state and explain their opinions about the sharing of cultural influences.

Lesson 6

Jean Talon

Episode 2: Adventurers and Mystics
> The Birth of the *Canadiens* (hr. 2, 42:59-50:24)

Lesson Focus
- research
- economic and social life in New France

CAPH, Vol. One, book reference
Chapter 3:The Golden Age of New France, pages 79-86

Considering Media
Have students create a series of posters to attract young French settlers to the colony of Canada. Posters should have a slogan, as well as visuals to support the message.

Assessment Opportunity
Written Presentation, Assessment Download Sheet 5

WebLink
Jean Talon
www.plpsd.mb.ca/amhs/history/jeantalon.html

Les Canadiens

Video Summary

In the 1660s, the King of France turned to a new *Intendant* to breathe life into the fledgling colony of New France. Jean Talon dreamed of building a strong and prosperous colony by attracting settlers and by promoting industry and trade. In order to realize this ambitious plan, he launched a series of projects to attract farmers and skilled workers.

GRADES 9 AND 10

Related Questions to Ask Students

Before Viewing

1. Why do you think France would be interested in having colonies in the New World?
2. Why would someone from France want to settle in North America? What types of people would choose to settle in New France? What type of personalities, characteristics, and traits would you need to survive in the new colony?
3. What types of hardships would new settlers face?

During Viewing

1. Who was Jean Talon and what was his role as the *Intendant* of New France?
2. Who did Talon hope to attract to the new colony?
3. What restrictions were placed upon newly arrived skilled workers?
4. Describe what life was like for *les filles du roi*.

After Viewing

1. In your opinion, why would *les filles du roi* want to come to New France?
2. What factors made it difficult to get young men to stay in New France?
3. In your opinion, was Jean Talon's plan successful?
4. Do you think that immigrants to Canada today tend to stay or to return to their homelands? Why do you think there is a difference between how immigrants felt then and how they feel now?

Activity 1

A Settler's Journal

Pose the following situation to students:

Imagine you are a settler in New France. Write at least three journal entries detailing your reasons for settling, the hardships you face, and your successes. Discuss whether you want to return to France or remain in the colony.

GRADES 11–12

Lesson Focus
- understanding bias

Related Questions to Ask Students

Before Viewing

1. Identify the hardships most people would face in leaving their homeland for life in a new country.
2. Why would France want to establish a French colony in North America?
3. What is mercantilism? How would it benefit France? New France?

During Viewing

1. Describe Jean Talon's vision for New France.
2. What role did *les filles du roi* play in Talon's vision?
3. What innovations did he propose for Canada's economy?
4. Why did so many settlers return to France?

After Viewing

1. What complications did Talon face in populating the new colony? Account for the reasons.
2. Why did Talon's vision for New France eventually fade into oblivion?
3. Would you consider Jean Talon to be the father of the *Canadiens*? Explain why or why not.
4. What factors motivated immigrants to New France? What factors motivate immigrants to Canada today? How do the two sets of factors compare? Why are there differences?

Activity 2

Materials
Download Sheet 5

Considering Media
Have students examine newspaper headlines and/or editorials about a local political issue and analyze them for bias. How could they be rewritten to present a more balanced point of view?

Assessment Opportunity
Media Critique, Assessment Download Sheet 6

Identifying Bias

Have students examine the following passage (also available on Download Sheet 5) and then review the video. Then have them answer the questions that follow.

> *"An Ignorant population, sprung from a brave and active race, but trained to subjection and dependence through centuries of feudal and monarchial despotism, was planted in the wilderness by the hand of authority, and told to grow and flourish. Artificial stimulants were applied, but freedom was withheld."*
> — *Francis Parkman,* The Old Regime in Canada *(Boston, 1887) p. 394*

1. Find examples of emotionally charged words or phrases in both the video and the passage above. List those words that present a positive point of view and those that present a negative point of view.
2. Define both fact and opinion. Are the opinions presented in the passage and by Jean Talon in the video supported by facts?
3. What is the bias presented by Parkman and the bias presented by Talon?
4. How might the time period and the circumstances colour Parkman's and Talon's points of view?

Lesson 7

A *fille du roi*

Episode 3: Claiming the Wilderness
> 1749 Was a Good Year (27:12-35:50)

Lesson Focus
- customs and culture

CAPH, Vol. One, book reference
Chapter 3: The Golden Age of New France, pages 99-102

WebLink
Favourite French-Canadian Recipes
www.frenchcaculture.about.com/culture/frenchcaculture/library/cookbook/blrec002.htm

Life in New France, 1749

Video Summary

At the beginning of the 18th century, many European empires aspired not only to establish colonies, but to create these colonies in their own image. Much to the dismay of French officials overseeing New France, the inhabitants there, shaped by their environment, had developed their own particular language, mannerisms, customs, and identity.

GRADES 9–10

Related Questions to Ask Students

Before Viewing

1. Give two examples of how people show respect to officials.
2. Give two examples of outdoor activities children play in the winter.

During Viewing

1. Identify three laws that the *Canadiens* would frequently break in winter.
2. List some of the frustrations that inhabitants of France felt toward the *Canadiens* of New France.
3. What does the priest see and disapprove of in the society?

After Viewing

1. Why would the *Canadiens* mock the French from France?
2. Why would the French from France look down on the *Canadiens*?

Activity 1

Une Fête Canadienne in the Classroom

With the students, organize a *Fête Canadienne* in the classroom. Through research, students should decide on appropriate food, games, entertainment, and decorations. Each student should assume the role either of a type of person in New France (*habitant*, fur trader, *grand seigneur*, nun, and so on) or of one of the specific historical figures listed below.

- Jean Talon
- a *fille du roi*
- the Bishop
- Margueruite d'Youville
- Louis Hebert
- Étienne Brûlé
- Marie de l'Incarnation
- the Governor

Before the festival, have students write a character sketch of the person they have chosen and explain why this person is at the festival.

Divide the class into groups and assign each group responsibility for one area of the festival (food, decorations, and so on). On the day of the festival, invite students to come in costume and to enjoy the festival.

GRADES 11–12

Related Questions to Ask Students

Lesson Focus
- customs and culture
- art history

Before Viewing

1. When immigrants come to Canada, what customs from their homeland are they likely to keep?
2. What cultural changes would immigrants have to make and why?

During Viewing

1. What changes for the worse do people visiting from France observe in the people of New France?
2. What values are reflected in the behaviour of the *Canadiens*?

After Viewing

1. In the minds of the *Canadiens*, what was the role of the church?
2. Choose one of the *Canadiens* from the video and write a character sketch of that person.

Activity 2

Materials
- Canadian art books

Les Canadiens in Art

Have students examine a series of paintings that depict the life of the *Canadiens*, such as those by Kreighoff, Heriot, and others. Have students answer the questions below.

1. Why are most of the paintings of winter scenes?
2. What is a common theme that runs through the works?
3. According to the paintings, what factors greatly influenced the lives of the *Canadiens?*
4. What stereotypes do these paintings reinforce?
5. In what ways are today's Quebecois similar or different from yesterday's *Canadiens?* Analyze and compare lifestyle, career, politics, family life (birth rate, marriage and divorce rates), culture, religion, and the role of women in both societies.

Considering Media

Have students view the video *Crac!* (available from CBC and Radio-Canada) and examine the values of the *Canadiens*. How have their values changed? What factors have influenced this evolution?

WebLinks

Cornelius Kreighoff
www.canadahistory.com/corneliuskreighoff.htm
George Heriot
www.nlc-bnc.ca/passages/heriot-e.htm
Kreighoff's Gallery
www.geocities.com/SoHo/Museum/4883/gallery.html

Assessment Opportunity

Media Critique, Assessment Download Sheet 6

Lesson 8

Expulsion of Acadians

Episode 3: Claiming the Wilderness
> The Great Dispersal (40:18-48:27)

Lesson Focus
- the rise and fall of Acadia
- deportation and displacement

CAPH, Vol. One, book reference
Chapter 3: The Golden Age of New France, pages 104-106, and Chapter 4: Battle for a Continent, page 110

Assessment Opportunity
Written Presentation, Assessment Download Sheet 5

WebLinks
Acadian GenWeb Site
www.geocities.com/Heartland/Acres/2162
Acadian History
http://ourworld.compuserve.com/homepages/lwjones/acadhist.htm
The Acadians
http://museum.gov.ns.ca/arch/infos/infoaca1.htm

The Expulsion of the Acadians

Video Summary

After the war of the Spanish Succession, Acadia, which was the cradle of French civilization in America, became an English possession under the name Nova Scotia. However, Acadians stubbornly refused to swear an oath of allegiance to the King of England. The English feared that Acadian contact with Quebec would lead to war against England. A judge therefore decreed that deportation of the Acadians was justifiable. The English governor of Nova Scotia, Charles Lawrence, carried out the mission. The *"grand dérangement"* lasted five years, and a total of 10 000 Acadians were exiled.

GRADES 9–10

Related Questions to Ask Students

Before Viewing

1. What would lead one group to expel another from its homeland?
2. How do you think the expelled group would feel?

During Viewing

1. What were the circumstances that led the English to take possession of Acadia?
2. How did the Acadian population react to the oath imposed on them by the new governor, Charles Lawrence?
3. How did the expulsion proceed?

After Viewing

1. Were the British justified in expelling the Acadians? Explain.
2. What changes occurred in the places where the Acadians fled? How has Acadian culture influenced those places in the last 250 years?

Activity 1

Thoughts about the Deportation

Have students write a summary of the Acadian deportation of 1755, then write their own thoughts on the event.

Invite students to share their thoughts on the event, then ask: How would you feel if you were forced to leave your home and friends and sent to live in another place?

Following this class discussion, ask students to write a journal entry that describes how they would feel in such a situation.

GRADES 11–12

Lesson Focus
- the rise and fall of Acadia
- deportation and displacement

Related Questions to Ask Students

Before Viewing

1. Find Nova Scotia on a map. What political, economic, and social stakes might be involved in its possession for the French? The English?
2. Do you think ruling powers have the right to displace people from their homes? Why or why not?

During Viewing

1. Who was Charles Lawrence?
2. In your own words, summarize the article written August 9, 1755, by a correspondent of the New York Gazette.
3. Describe the events that took place during the fall of 1755 in New France.

After Viewing

1. What were the repercussions of the Acadian deportation on the demographics of Nova Scotia?
2. What is your reaction to the Acadian deportation of 1755? Do you believe that the same kind of deportation could happen today? Explain your answer.

Activity 2

Considering Media
Imagine that radio or television existed at the time of the Acadian expulsion. Do you think the expulsion would still have happened? Why or why not?

The Story of a Deportation

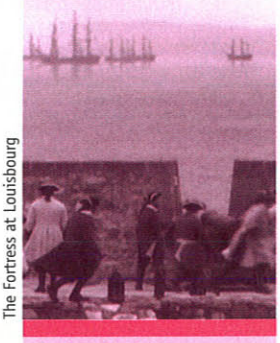
Show students the video chapter. Divide the class into four groups. Have each group write a dramatic sketch that tells the story of the Acadian expulsion. Each sketch should deal with one of the following four subjects—Acadia's possession by England, the oath of allegiance to the King of England, the expulsion, and after the expulsion—or with an another appropriate subject of the group's choice.

Provide time for students to rehearse their sketches, then invite each group to present its play to the class.

Assessment Opportunity
Group Presentation, Assessment Download Sheet 2

Lesson 9

The Battle at Louisbourg



The Fortress at Louisbourg

Episode 4: Battle for a Continent
> A Deterring and Dreadful Vengeance (14:39-21:36)

Lesson Focus
- military history

CAPH, Vol. One, book reference
Chapter 4: Battle for a Continent, pages 114-116

WebLink
Fortress of Louisbourg
http://fortress.uccb.ns.ca

Assessment Opportunity
Written Presentation, Assessment Download Sheet 5

Video Summary

On June 1, 1758, the English attacked the fortress at Louisbourg for a second time. Despite the desperate attempts of the French to resist the attacks, the more numerous British claimed victory. This video chapter focuses on the battle of Louisbourg and the efforts of Augustin and Marie-Anne de Drucour to co-ordinate their French troops. The chapter also reveals much about Montcalm's virulent adversary, James Wolfe.

GRADE 9-10

Related Questions to Ask Students

Before Viewing

1. Find the Fortress of Louisbourg on a map of Nova Scotia. Why do you think the French would have built the fortress there?
2. What are the military advantages of living in a fortress?

During Viewing

1. Explain the role Marie-Anne de Drucour played in battle of Louisbourg.
2. Why didn't Augustin de Drucour surrender quickly during the battle?
3. How long did the battle of Louisbourg last?
4. What strategy did Wolfe use after winning the battle of Louisbourg?

After Viewing

1. Who was James Wolfe? Write a character sketch to describe him.
2. Would a victory by Augustin de Drucour over James Wolfe have changed the course of Canadian history? Explain.
3. In your opinion, does peace justify war?

Activity 1

The Fortress at Louisbourg

Have students write a fact sheet about the fortress at Louisbourg. Their research should include information about the history of the fortress, its inhabitants, and how the fortress was protected. Have students use encyclopedias, Web sites, and other sources for their research.

Using their research, students can then create an annotated timeline of the key moments in the history of the fortess of Louisbourg, and briefly describe each event. Students may want to add maps and other visuals to their timeline.

GRADES 11–12

Lesson Focus
- military history

Considering Media
Discuss how today's forms of electronic media might help or hinder military strategy.

Related Questions to Ask Students

Before Viewing

1. Find the fortress of Louisbourg on a map of Nova Scotia. Why would it have been important for the British to attack the French there?
2. In your opinion, what is the best way to attack a fortress successfully?

During Viewing

1. Describe James Wolfe's personality. Give examples from the video to support your answer.
2. In your own words, briefly describe the battle of Louisbourg in 1758.
3. Describe what strategy Wolfe used after the battle of Louisbourg.

After Viewing

1. Why was Marie-Anne de Drucour nicknamed *La Bombardière* (the bombardier)?
2. Which of the two generals was more courageous, James Wolfe or Augustin de Drucour? Explain.
3. Did the British victory at Louisbourg play a decisive role for them in pursuing their invasion of Canada? Explain.

Activity 2

Assessment Opportunity
Written Presentation, Assessment Download Sheet 5

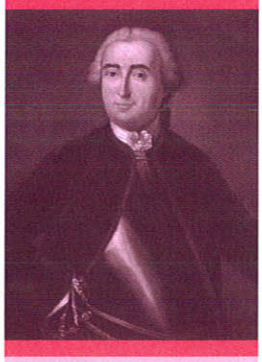
The Battle of Louisbourg

Have students complete the following activities:

1. Create a chart to compare the British and French armed forces at Louisbourg in 1758.
2. In proper paragraph form, explain whether the battle of Louisbourg was the most decisive in the British conquest.

Students should use a variety of research tools, including books, Web sites, and other video chapters from Episode 4 of *Canada: A People's History*.

Lesson 10



General Montcalm

Episode 4: Battle for a Continent
> The Plains of Abraham (Pt. A: 42:49-53:47 and Pt. B: hr.2, 00:00-12:09)

Lesson Focus
- military history
- the human face of war

CAPH, Vol. One, book reference
Chapter 4: Battle for a Continent, pages 125-131

WebLink
Welcome to the Plains of Abraham
www.odysseecanada.com/accueil640.htm

Assessment Opportunity
Oral Presentation, Assessment Download Sheet 3

The Battle of the Plains of Abraham

Video Summary

This video chapter portrays the events of the most significant military engagement that ever occurred on Canadian soil—the Battle of the Plains of Abraham—which was fought on a farmer's field just outside Quebec City on September 13, 1759. It details the strategies of the British under General James Wolfe and the French under the Marquis de Montcalm, and offers viewers a look at the battle from the eyes of those who fought it—from high-ranking officers to enlisted men, militia members, and Native warriors.

GRADES 9–10

Related Questions to Ask Students

Before Viewing

1. What do you know about the Battle of the Plains of Abraham?
2. Why do you think this battle is considered to be such an important event in Canadian history?

During Viewing

1. What steps did General Wolfe take to surprise the French forces in Quebec City before the battle was fought?
2. What important decision did the Marquis de Montcalm make that ultimately determined the result of the battle?
3. Why were 18th-century battles like this one so bloody and violent for the soldiers who participated in them?

After Viewing

1. List the various groups of people who participated in the battle, indicating their countries of origin and their reasons for being involved in it.
2. Explain what happened to Wolfe and Montcalm in the battle, and how their fates contributed to their importance as historical figures.

Activity 1

You Are There

Using the eyewitness accounts of various participants in the Battle of the Plains of Abraham included in this video chapter, have students role-play one of the following:

- Marquis de Montcalm, French commander
- General James Wolfe, British commander
- Marquis de Vaudreuil, Governor of New France
- Lieutenant John Knox, British officer
- Motbeillard, commander of French artillery
- Joseph Trahan, soldier in the Acadian militia
- Marie de la Visitation, French nun working in the General Hospital in Quebec City

Have students prepare and present an imaginary recreation of their character's experiences in the battle, and ask them to share their reflections of the battle's importance, both for the individual and for the army or country with which the individual was associated.

Students can find out more about some of these historical figures by viewing previous and/or following chapters of this episode.

In their role-play, students should convey:

- how the participant viewed the significance of the battle, before and after it took place
- how the participant experienced the battle; before, during, and after

GRADES 11–12

Lesson Focus
- military history
- the human face of war

Related Questions to Ask Students

Before Viewing

1. Why is the Battle of the Plains of Abraham considered to be a defining moment in Canadian history?
2. Why do you think the outcome of this battle is still considered so important to Canadians of both English and French backgrounds?

During Viewing

1. What can you learn about 18th-century military strategy and tactics from watching this chapter of the video?
2. What important changes to the usual British battle plan did General Wolfe make in this battle? How did they affect the battle's outcome?
3. What major mistakes did the French make in the course of the battle? How did they affect the battle's outcome?

After Viewing

1. How do the paintings of the deaths of Wolfe and Montcalm, shown in the video, help to create the status of each man as an important military hero?
2. What alternatives did the French commanders have at their disposal that might have led them to victory in this battle or in subsequent engagements with British forces?
3. What were the consequences of this battle for Canada, for France, and for Britain?

Activity 2

The People of the Battle

After students view the video they can prepare a profile of one of the following:

- A French regular soldier from a city in France
- A *Canadien* from rural New France serving in the militia
- A Native warrior fighting for France
- An Irish-born soldier in the 35th Regiment of the British army
- A Scottish-born soldier serving in the 78th Highland Regiment
- An Acadian fighting for France
- A French-born nun working in the hospital in Quebec City

Assessment Opportunity
Reflecting on What You Have Seen, Assessment Download Sheet 4

In their profiles, student should answer such questions as:

- What was this person's social class, background, and place of origin?
- What was his or her involvement in the battle?
- How did his or her background, experiences, and expectations differ from those of the officers commanding the British and French armies in the battle?
- To what extent was this person a willing participant in the battle?
- How might the outcome of the battle have impacted on this person's life?
- What did this person have to win or lose as a result of this battle's outcome?
- What can we learn about the lives of ordinary people in history from profiling this individual's experiences in the battle?

Lesson 11

Chief Pontiac and the British

Chief Pontiac

Video Summary

Pontiac, Chief of the Ottawa Nation, organized a major coalition of Native groups to fight the British. Between 1763 and 1766, Pontiac attempted to free his land from British control, but without complete success. This video chapter highlights the difficult battles Pontiac and his allies fought to defend their territory, and then explains how the Royal Proclamation formed the basis for a new regime in New France.

Episode 4: Battle for a Continent
> Carving the Spoils (hr. 2, 26:48-34:41)

Lesson Focus
- rebellion
- politics

GRADE 9-10

Related Questions to Ask Students

Before Viewing

1. Why do you think it would have been difficult for the British to achieve peace in Canada after their conquest of New France?
2. How do you suppose Aboriginal peoples felt when Britain gained control of New France?
3. What do you imagine was the British view of the First Nations in New France?

During Viewing

1. Why did Pontiac stop fighting against the English?
2. Describe the events that followed the Aboriginals' opening of the boxes that contained pieces of an infected blanket.
3. What does Royal Proclamation mean?

CAPH, Vol. One, book reference
Chapter 4: Battle for a Continent, pages 136-139

After Viewing

1. Who was Pontiac? Write a character sketch describing him.
2. How did Pontiac incite the Great Lakes Nations to unite and join his cause?
3. What were the consequences of enforcing the Royal Proclamation in North America?

Activity 1

Materials
- Download Sheet 6

Pontiac, the Rebel

Have students read this statement by Pontiac (also found on Download Sheet 6).

> *"It is important for us, my brothers, that we exterminate from our lands this nation which seeks only to destroy us. You see as well as I that we can no longer supply our needs, as we have done, from our brothers, the French. The English sell us goods twice as dear as the French do . . . When I go to the English commander and . . . ask anything for our sick, he refuses with the reply that he has no use for us . . . you can well see that they are seeking our ruin. Therefore, my brothers, we must all swear their destruction and wait no longer."*

Pose the following questions to the students:

What was Pontiac's goal?

What were his complaints about the British?

Next, have small groups of students role-play a discussion between Pontiac and his men, in which Pontiac makes this statement, and at least one person in the group agrees and one person disagrees. Each group should decide if it will follow Pontiac's wishes. Have each group share its role-play and its decision with the class.

Considering Media
Have students discuss the role of today's media in helping a leader solidify his or her cause, and whether they think the outcome of Pontiac's uprising would have been different if he had access to today's media.

Assessment Opportunity
Group Presentation, Assessment Download Sheet 2

GRADES 11–12

Lesson Focus
- Aboriginal land claims

Related Questions to Ask Students

Before Viewing

1. What do you imagine were the views that the British and Natives held of one another after the British conquest of New France? What problems might these views cause?
2. Why would a First Nations chief such as Pontiac want to resist the British after their conquest of Canada.
3. How do you think the British would react to Native attacks and uprisings in a land that they had just conquered?

During Viewing

1. How did Pontiac manage to convince the Great Lakes Nations to follow him in his quest?
2. What victories did Pontiac win against the English?
3. Describe what Pontiac thought of the French and their homeland.
4. How did American colonies react to the implementation of the Royal Proclamation?

After Viewing

1. Did the English act properly in signing the peace treaty with the First Nations in the Great Lakes region?
2. What do you think of the establishment of the Royal Proclamation?
3. What is your opinion of the territory given to the First Nations after the signing of the Royal Proclamation?

Activity 2

Considering Media
Encourage students to research, online, an ongoing First Nations land claim in their region.

Reflection on Land Claims

The issue of First Nations land claims on land that changed hands between Britain and France in the early history of Canada is still a volatile one. Explain to the students that after the conquest of New France, the Great Lakes Nations claimed territory that had belonged to the British.

Have students answer the following questions:

- Should the Great Lakes Nations have been sole masters of the Great Lakes region? Why?
- Should the Great Lakes Nations be the sole masters of the region today? Why?
- Is it reasonable for an invader to claim a territory without taking into account the people who live there? Why?
- Do you believe that today's First Nations can or should reacquire their former territories in the name of their ancestors? Why?

WebLinks
Chief Pontiac's Siege of Detroit
http://detnews.com/history/pontiac/pontiac.htm
Indian Claims Commission
www.indianclaims.ca

Lesson 12

Episode 5: A Question of Loyalties
> The World Turned Upside Down (24:00-30:23)
> Exile (37:15-41:39)

Lesson Focus
- the American Revolution
- immigration and settlement
- social and political change

CAPH, Vol. One, book reference
Chapter 5: A Question of Loyalties, pages 155-157

The United Empire Loyalists

Video Summary

The outbreak of revolution in the British North American colonies in 1775 bitterly divided the colonists over the issue of loyalty to Britain versus support for American independence. Many people who opposed the revolution suffered persecution at the hands of their pro-independence neighbours, and some even took up arms on Britain's side during the struggle. These people came to be known as the United Empire Loyalists. Thousands of them were forced to flee the new United States of America after it won its freedom from Britain in 1781, and came to settle in Canada. They formed the first significant group of English-speaking immigrants to establish itself in this country.

GRADES 9–10

Related Questions to Ask Students

Before Viewing

1 What do you know about the causes, events, and results of the American Revolution (1775-83)?

2 What do you know about the United Empire Loyalists and their importance in Canadian history?

3 Why do you think Canada did not join the United States when it won its independence from Britain?

During Viewing

1 What examples of violence during the American Revolution are depicted in this video chapter?

2 What were the backgrounds of the people who came to be known as United Empire Loyalists?

3 In what ways was the American Revolution really a civil war?

After Viewing

1 Did viewing this video chapter change any of the ideas you may have had about the American Revolution?

2 Why do you think many American colonists did not support the revolution against British rule?

3 Why do you think there was so much hostility and violence between those colonists who supported the revolution and those who did not?

Activity 1

Assessment Opportunity
Written Presentation, Assessment Download Sheet 5

A Personal View of Revolution, War, and Emigration

Using the information about Hannah Ingraham presented in this video chapter, have students prepare a series of diary entries that she might have made of her life and experiences as a young girl living through the years of revolution and exile to Canada.

This personal account should contain the following information:

- Hannah's views of the American Revolution and its impact on her family
- the persecution she and her family experienced during the revolution
- the reasons why her family had to flee the United States after the revolution
- the reasons why they chose to emigrate to Canada, and what they expected to find once they arrived there

GRADES 11–12

Related Questions to Ask Students

Lesson Focus
- the American Revolution
- loyalty and national identity
- historical bias

Before Viewing

1. Why do you think the American Revolution is such an important episode in the histories of Canada and the United States?
2. How do Americans honour their revolution and those who played a major part in it?
3. How do Canadians today remember those American colonists who left the United States and came to settle in Canada after the revolution?

During Viewing

1. Why did the American Revolution become a bloody civil war?
2. What price did Loyalist families pay for their allegiance to Britain during the revolution?
3. In what way were the Loyalists a cross-section of pre-revolutionary American colonial society?

After Viewing

1. How does viewing this video chapter influence your views of the American Revolution?
2. How do you think an American historian would respond to this portrayal of the revolution?
3. Why do you think some Canadians today would identify with the Loyalists, and view them as heroes?

Activity 2

WebLinks

Loyalist Institute Home Page
www.royalprovincial.com

United Empire Loyalist Association of Canada
www.people.becon.org/~uela/uela1.htm

Analyzing and Interpreting Competing National Myths

Explain to students that the period of the American Revolution is a significant historical era for both the United States and Canada. There are rival American and Canadian historical views of the revolution and its aftermath, which are sometimes referred to as "national myths." American students are taught that their ancestors' revolution against Britain resulted in the independence of their country, and was a victory for freedom and democracy over the royal tyranny of King George III. Those who supported the revolution are heroes, those who opposed it are traitors. Canadian students learn about the revolutionaries' desire to annex Quebec and Nova Scotia without support from those living there, as well as their harsh treatment of those loyal to the British. The United Empire Loyalists who headed north to Canada following the revolution are portrayed as heroes.

Both views represent a selective reading of history and have played a crucial part in forming the national identities of the citizens of the two countries.

Have students form groups to discuss how this video chapter contributes to the development of the "Loyalist myth" in Canadian history, and how the information it presents challenges the "Revolutionary myth." To guide their discussion, students should consider:

- How does the video portray the American revolutionaries and the Loyalists?
- Is there any bias evident in its description of violent events that took place during the American Revolution?
- How do you think an American viewer would react to the presentation of the events in this video?
- Why do you think national myths are important in the history of a country, and its citizens' understanding of that history?

Lesson 13

Joseph Brant (Thayendanaga)

Episode 5: A Question of Loyalties
> His Majesty's Loyal Allies (30:23-37:15)
> The Upper Country (48:00-53:45)

Lesson Focus
- Aboriginal-European relations
- leadership

CAPH, Vol. One, book reference
Chapter 5: A Question of Loyalties, pages 155-157, 160-162

The American Revolution and the First Nations

Video Summary

Mohawk Chief Joseph Brant committed his people to support Britain during the American Revolution, and the Six Nations Confederacy was an important ally for Britain during the fighting. This support resulted in harsh reprisals by revolutionaries against Native villages.

When the war ended, Brant led his people north to a new home on the banks of the Grand River in what is now Southern Ontario. The influx of these and other Loyalists created the need to divide the existing colonies. Quebec was divided to create the colonies of Upper and Lower Canada; and Nova Scotia was divided to create the colonies of New Brunswick and Nova Scotia. Each new colony had an elected assembly.

Thousands of people from the United States continued to move to Upper Canada, attracted by the offer of free land. But the loyalty of these newly arrived settlers from the United States was a matter of concern to the colony's British rulers.

GRADES 9–10

Related Questions to Ask Students

Before Viewing

1. Why do you think the First Nations would be concerned about the outcome of the American Revolution?
2. Why do you think many people who sided with Britain during the Revolution decided to immigrate to British North America after the Revolution ended?

During Viewing

1. How did the revolutionaries treat the Aboriginal people? Give examples from the video.
2. How was Joseph Brant received in English society during his visit to Britain?
3. What conditions did the Loyalists have to contend with after their arrival in the Upper Country?

After Viewing

1. Why do you think Joseph Brant is such an important figure in the early history of Canada?
2. Why did the American revolutionaries treat the Aboriginal people so harshly?
3. What were some of the major results of the arrival and settlement of the Loyalists in what is now Canada after the American Revolution?

Activity 1

WebLink
Joseph Brant (Thayendanaga)
www.indians.org/welker/brant.htm

Evaluating a Historical Figure: Joseph Brant

Based on the information on Joseph Brant contained in these video chapters, have students prepare an evaluation of Brant and his contribution to the history of Canada in general and its Aboriginal people in particular. Have students brainstorm the qualities they think are important in a leader, and discuss the extent to which they think Brant possessed them. Students might consider the following:

- How was Brant able to win and retain the confidence and co-operation of the British colonial authorities?
- Why did the American revolutionaries fear Brant and his warriors?
- How did Brant fight for the cause of his people during and after the revolution?

- What view did Brant have of the British during and after the revolution, and how did it change?

GRADES 11–12

Related Questions to Ask Students

Lesson Focus
- Aboriginal-European relations

Before Viewing

1. What do you already know about the Six Nations Confederacy of Aboriginal nations and its role in Canadian history?
2. How do you think the American revolutionaries would have treated Aboriginal people who fought on the side of Britain during the Revolution?
3. Why would American colonists loyal to Britain resettle in Canada after the war?

During Viewing

1. What qualities of leadership did Mohawk Chief Joseph Brant demonstrate during and after the American Revolution?
2. How did the American revolutionaries deal with resistance by the Aboriginal people during the fighting?
3. Why was life in the Upper Country so harsh for the newly arrived Loyalists after the Revolution?

After Viewing

1. How would you assess Joseph Brant's role as a leader during this period?
2. To what extent was the American revolutionaries' treatment of the Aboriginal people during the Revolution similar to other conflicts between whites and Natives in American history?
3. Why was the issue of the inhabitants' loyalty to Britain a matter of such concern to the colonial authorities in Upper and Lower Canada after the Revolution?

Activity 2

Considering Media
Have students discuss their reactions to the images of violence depicted in these video chapters, and how these images compare with other portrayals of real or simulated violence in the media (television, movies, music videos). In students' opinions, how effective are the images in this video in developing an understanding of the events and consequences of the American Revolution?

The Role of the Aboriginal People in Canada's Early History

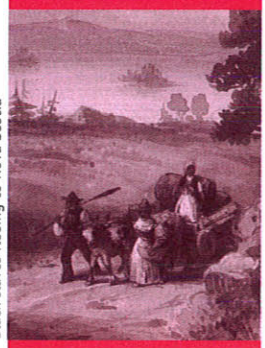
Have students summarize, from the video chapters, the role played by the Aboriginal people during and after the American Revolution. Students should evaluate the significance of the Aboriginal people in influencing the course the Revolution took, and how its consequences impacted on them. They should also consider how both the British and the Americans treated the Aboriginal people, the reasons for the choices the Aboriginal people made during the fighting, and how they were treated after the conflict was over.

Next, invite students to compare this period in the history of Canada's Aboriginal people with other periods in Native Canadian history, either seen in the video series or through students' own knowledge. Are there any similar patterns or themes that students can detect? What are they? How might one be able to account for them?

Students might consider:

- Why did the Aboriginal people feel threatened during the American Revolution?
- What promises did Britain make to them in return for their support?
- What treatment did they receive from the American revolutionaries during the fighting?
- To what extent did the British honour the promises they had made to the Aboriginal people after the Revolution?
- How did Joseph Brant view the British and the future of his people in their new homeland after the Revolution?

Lesson 14



Black slaves fleeing to Nova Scotia

Episode 5: A Question of Loyalties
> Exile (37:15-41:39)
> Nova Scotia (41:39-48:00)

Lesson Focus
- geography
- migration
- loyalty

CAPH, Vol. One, book reference
Chapter 5: A Question of Loyalties, pages 153-160

Materials
- Download Sheet 7
- Download Sheet 8
- atlas

Assessment Opportunity
Written Presentation, Assessment Download Sheet 5

Considering Media
Students can role-play a reporter from the Nova Scotia *Herald* interviewing the refugees regarding the reasons for their flight, the hardships they endured, and their hopes and aspirations in their new country.

Fleeing to Canada

Video Summary

Following the American Revolution of 1776, Canada experienced an unprecedented flood of refugees from the newly independent United States. These refugees, known as Loyalists, included displaced Aboriginal peoples, black slaves, and Americans who still supported the British. Their stories are stories of hardship and persistance in the face of terrible suffering and adversity.

GRADES 9–10

Related Questions to Ask Students

Before Viewing

1. What does *persecution* mean?
2. Give examples of people who are persecuted. What are the causes of persecution and discrimination?

During Viewing

1. Why is Boston King persecuted? How does he respond to the persecution?
2. Why are Hannah Ingraham and her family persecuted? How does her family respond to the persecution?

After Viewing

1. Why do the Ingrahams and Boston King flee to Nova Scotia?
2. What opportunities are available for them in Nova Scotia?
3. Why were there more opportunities for the Ingrahams than for Boston King in Nova Scotia?

Activity 1

Mapping the Flight

Provide students with a world map (Download Sheet 7) and an atlas, and have them trace on the map the trek of Boston King. Then have them write a journal entry as Boston King recounting his life's journey from North Carolina to Sierra Leone. They should include information about what modes of transportation were used, and what hardships might have been endured.

Next, provide students with a map of North America (Download Sheet 8) and an atlas. Have students trace on the map the flight of the Ingrahams from their first home in Albany, New York, to their final destination. Have them role-play 11-year-old Hannah Ingraham telling her family's story.

Students can share their maps, writings, and role-plays, and compare and contrast the Ingraham's experience with that of Boston King.

GRADES 11–12

Related Questions to Ask Students

Lesson Focus
- black history
- migration

Before Viewing

1. What is a Loyalist? What is a fugitive?
2. How are a Loyalist and a fugitive similar? How are they different?

During Viewing

1. What motives do the Loyalists have for abandoning their homes in the American colonies?
2. How desperate does the plight of the black Americans become in their new land of Nova Scotia? Explain.

After Viewing

1. Why would runaway slaves feel safer in Nova Scotia than New York?
2. Despite the hardships, why did so many black slaves choose to remain in Nova Scotia?
3. Give contemporary examples of people who are determined to remain in their homelands despite the hardships or injustices that they may face. Explain why these people choose to remain and compare their situations with those of the black slaves who chose to stay in Nova Scotia.

Activity 2

Materials
- Download Sheet 9

Analyzing Historical Texts

Present students with the following quotations about life in Nova Scotia in the late 1700s (also available on Download Sheet 9):

> *"There was no floor laid, no windows . . . no door but we had a roof at least. A good fire was blazing and mother . . . boiled a kettle of water. We . . . all sat at our breakfast that morning and mother said: "Thank God we are no longer in danger of having shots fired through our house. This is the sweetest meal I ever tasted." (Hannah Ingraham, November, 1783)*

> *"Many of my black brethren were obliged to sell themselves to the merchants, some for two or three years and others for five or six years . . . Several fell down dead in the streets through hunger. Some killed and ate their dogs and cats and poverty and distress prevailed on every side so that to my great grief I was compelled to leave Birchtown." (Boston King, memoirs)*

Considering Media
Have students read the passage "Black Loyalists" at http://museum.gov.ns.ca/arch/sites/birch/loyalists.htm. Have them analyze why religion would play such a focal point in the lives of both David George and Boston King.

WebLink
Remembering Black Loyalists, Black Communities in Nova Scotia
http://museum.gov.ns.ca/blackloyalists

Have students answer the following questions about the quotations:

1. State the point of view of each author.
2. What do the passages suggest about opportunity in the new colony?
3. What experiences would have shaped these radically different points of view?
4. What conclusions can you draw about Loyalist life in Nova Scotia?

Students can refer to the Birchtown, Nova Scotia, Web site (http: //museum.gov.ns.ca/arch/sites/birch/btown.htm) to determine whether their conclusions were well founded and accurate.

Lesson 15

Radisson

Episode 6: The Pathfinders
> Episode Beginning (4:22-11:10)

Lesson Focus
- ecozones
- economics

CAPH, Vol. One, book reference
Chapter 6: Journey to the Sea, pages 182-185

Materials
- Download Sheet 10

Assessment Opportunity
Written Presentation, Assessment Download Sheet 5

WebLink
Terrestrial Ecozones of Canada
www.cprc.uregina.ca/ccea/ecozones/terr.html

The Fur Trade

Video Summary

The story of Canada is often intertwined with the story of the Hudson's Bay Company. While this fur trading company was born out of a charter issued by King Charles II of England, the company itself was conceived by two Frenchmen, Pierre-Esprit Radisson and Médard Chouart des Groseilliers.

In this video chapter, viewers follow these two men on their adventures, against royal order, to the Upper Country—home to a vast reserve of beaver furs. When the two returned with a treasure trove of beaver pelts, they were punished by the Governor. Feeling betrayed by their country, Radisson and des Groseilliers sought new sponsors in England. Their carefree spirit and unwavering determination made them the quintessential voyageurs.

GRADES 9–10

Related Questions to Ask Students

Before Viewing

1. What is a voyageur? What are the characteristics of a voyageur?
2. What are the kinds of skills a voyageur would need to survive in the wild?

During Viewing

1. What special skills allowed Radisson and des Groseillers to survive their adventures?
2. What important information did the two adventurers learn from the Native peoples?

After Viewing

1. How did the Native peoples greet the two voyageurs? Why do you think this was the case?
2. Would you consider the Hudson's Bay Company to be a French company?
3. How would you characterize Radisson and des Groseilliers? Support your answer with examples from the video chapter.

Activity 1

The Ecozones of Canada

Provide students with a map of Canada (Download Sheet 10) and have them identify first the major ecozones of the country, then the ecozones in which this video chapter takes place (the Boreal Shield and the Hudson's Plain).

Have students research to identify and describe the landforms, climate, vegetation, soil, and wildlife of the Boreal Shield ecozone and the Hudson's Plain ecozone.

Finally, have students use their map and their research to write a letter to the King, in role as Radisson or des Groseilliers, that describes the hardships they are facing and the riches they are finding on their voyage.

GRADES 11–12

Lesson Focus
- ecozones
- economics

Related Questions to Ask Students

Before Viewing

1. Provide a definition for *voyageur*.
2. What characteristics and skills would a voyageur require for his line of work?
3. Why would a *Canadien* wish to become a voyageur?

During Viewing

1. What areas of Canada were Radisson and des Groseilliers eager to exploit?
2. Upon their return, why were the voyageurs punished so harshly by the government?
3. Why did the French governor insist that Radisson and des Groseillers be accompanied by two government overseers? Why were the men upset with this condition?

After Viewing

1. What economic role did the voyageurs play in the New French economy?
2. Was the punishment delivered to Radisson and des Groseilliers justified? Explain your answer.
3. Do you consider Radisson and des Groseilliers to be traitors? Defend your answer with evidence.
4. In what ways were des Groseillers and Radisson entrepreneurs? Provide examples to support your answer.

Activity 2

Assessment Opportunity
Written Presentation, Assessment Download Sheet 5

Explorers' Ecozones

Have students use a variety of maps and other resources to answer the following questions:

1. Identify the ecozones associated with Radisson and des Groseilliers.
2. Research the importance of the ecosystem found in this ecozone.
3. Why were the Europeans attracted to these ecozones?
4. What present-day human activities occur in these ecozones?
5. Research the impact that the arrival of Europeans and contemporary human activities have had on these ecozones.
6. Research the impact that the arrival of Europeans and contemporary human activities have had on the Aboriginal peoples of these ecozones.
7. In your opinion, what are the pros and cons of human activities in these ecozones? Write a short essay, with footnotes, to defend your position.

Lesson 16

Natives trapping beaver

Episode 6: The Pathfinders
> The Voyageurs (36:04-40:32)
> The Winterer (40:32-45:13)

Lesson Focus
- Aboriginal-European relations
- economics and trade

CAPH, Vol. One, book reference
Chapter 6: Journey to the Sea, pages 188-206

WebLink
French-Canadian Culture
www.frenchcaculture.about.com
The Virtual Museum of New France
www.vmnf.civilization.ca

Assessment Opportunity
Reflecting on What You Have Seen, Assessment Download Sheet 4

The Life of a Fur Trader

Video Summary

In the 19th century, the fur trading industry had reached its peak. Two British companies vied for the rich supply of furs provided by the Native trappers. One trading post official, Daniel Harmon, penned a poignant account of his life, travels, and sojourn in the hostile Upper Country. His experience offers a glimpse of an Englishman's opinions of the Native peoples, Métis, and French Canadians of the interior.

GRADES 9–10

Related Questions to Ask Students

Before Viewing

1. What is a portage? Do people still portage today? Why and when?
2. Who are the Métis?

During Viewing

1. Describe the voyageurs as seen through Daniel Harmon's eyes.
2. What was a winterer? What requirements would be expected of him?
3. Why did the Europeans set up trading posts year-round in such a hostile environment?
4. What was a country marriage?

After Viewing

1. Given the hardships of the voyageurs, why would so many young men sign up to work for the fur trading companies?
2. What contemporary jobs would you consider comparable to that of a voyageur?
3. Do you consider such early Europeans settlers as Daniel Harmon to be racist? Defend your answer with examples from the video.

Activity 1

Goods for Trade

Have students make a list of all the things they think the Native peoples would wish to obtain from the European trading posts. Next, have them list the goods they think the European traders would wish to secure from the Native peoples.

Have students analyze their lists by asking:

- What goods would Native peoples need to survive?
- What goods would the Europeans need to survive?
- What would happen if an agreement could not be reached?

Have pairs or groups of students role-play an exchange of goods between a Native trader and a European trader.

GRADES 11–12

Lesson Focus
- Aboriginal-European relations
- economics and trade
- understanding bias

Related Questions to Ask Students

Before Viewing

1. Why would Europeans establish year-round trading posts in the harsh environment of the Canadian interior?
2. What vital human needs would have to be met to survive such an isolated existence? How could they be met?

During Viewing

1. What were some of the surprising characteristics of the voyageurs as recounted by Harmon?
2. Why does Harmon reject the daughter of the Cree chief? What reasons does he give for this rejection?
3. What are Harmon's initial intentions for Lizette Duval? Why would this behaviour be justifiable in the 19th century?

After Viewing

1. In your opinion, does Harmon look down on or admire the voyageurs? Give examples.
2. In your opinion, why does Harmon accept the hand of the Métis woman Lizette Duval?
3. Why, in the end, does Harmon choose not to abandon his wife and family?
4. What would be the social implications of Harmon's decision when he returned to Montreal?

Activity 2

Materials
- Download Sheet 11

One Man's Perspective

Provide students with Download Sheet 11, and have them examine the quotations by Daniel Harmon (also shown below).

> *"They are great talkers, but in the utmost sense of the word thoughtless . . . All of their chat is about horses, dogs, canoes and women, and strong men who can fight a good battle. The voyageurs make very indifferent companions, and with whom I cannot associate."*
>
> *"He pressed me to keep her . . . he said he was fond of me, and he wished to have his daughter with the white people. And he almost persuaded me to accept of her, for I was sure that while I had the daughter, I should not only have the father's hunts, but those of his relations also. . . . But thanks be to God alone, if I have not been brought into a snare laid no doubt by the Devil himself."*
>
> *". . . my intentions now are to keep her as long as I remain in this uncivilized part of the world, but when I return to my native land, I shall endeavour to place her into the hands of some good honest man, with whom she can pass the remainder of her days in this country . . ."*
>
> *"We have wept together over the early departure of several children, and especially, over the death of a beloved son. We have children still living, who are equally dear to us both. How could I spend my days in the civilized world, and leave my beloved children in the wilderness? The thought has in it the bitterness of death."*

Assessment Opportunity
Written Presentation, Assessment Download Sheet 5

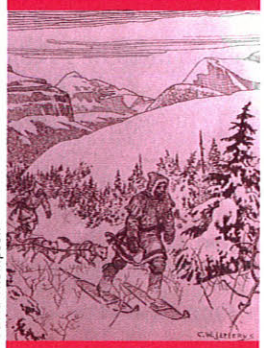
Together, discuss Harmon's quotations, as well as the following questions:

- What are Harmon's views of the various groups he has met? What factors might have produced those views?
- How does Harmon's perception of non-Europeans evolve? What factors could be responsible for this change in perception?
- Is Harmon a racist? Discuss.

Finally, ask students to consider the points of view of the people Harmon discusses in his quotes. Have students write in role as Lizette Duval, or as a voyageur or a Native person who has come into contact with Harmon, describing their dealings with him.

Lesson 17

The Maps of David Thompson



David Thompson

Episode 6: The Pathfinders
> Looking At Stars (45:13-48:44)
> Hour 2 Opening (hr. 2 00:00-4:53)
> The Columbia (hr. 2 4:53-15:04)

Lesson Focus
- cartography

CAPH, Vol. One, book reference
Chapter 6: Journey to the Sea, pages 197-204

Video Summary

David Thompson came to Canada as a 19-year-old clerk for the Hudson's Bay Company. In 1788, he fell and broke his leg. As he recovered, he began studying mathematics and mapmaking. His studies consumed him and, by the time his leg had healed, Thompson's course for the rest of his life was set. "The man who looks at stars" mapped much of the Canadian Northwest, first for the Hudson's Bay Company and later for the North West Company, and became one of the greatest mapmakers who ever lived.

GRADES 9–10

Related Questions to Ask Students

Before Viewing

1. Reflect on the qualities of a man who forges ahead into uncharted territory on a quest of discovery. Are there any such people today? If so, who are they and why do they do what they do?
2. What is "surveying"? How is it done today and for what purposes?

During Viewing

1. What misfortune led Thompson to his life's work?
2. Why was Thompson sent to map the Columbia River system?
3. What unexpected situation does Thompson meet at the mouth of the Columbia River?

After Viewing

1. Was Thompson justified or ungrateful in leaving the Hudson's Bay Company to join the North West Company?
2. During his travels down the Columbia River, Thompson interacted with several groups of Aboriginal people. He later claimed the entire Columbia River system as a territory of Britain and under the control of the North West Company. Discuss the irony of this situation in light of present-day Aboriginal land claims.

Activity 1

Materials
- atlases, maps
- National Geographic Maps 2000
- National Geographic Magazine, May 1996

Mapmaking

Have students work in groups to create a map of an area in or near their community. Each group's map should be to scale, and created primarily through personal observation. Maps should contain details of the evidence of human habitation and commerce, and natural water bodies and landforms.

As well as creating their maps, students will keep a journal of their observations, which should include the following:

- descriptions of the local flora and fauna (natural and imported)
- a record of weather patterns over the week
- observations of people and their interactions with the environment
- comments and observations about major transportation routes
- descriptions of commerce in the area

Assessment Opportunity
Group Presentation, Assessment Download Sheet 2
Written Presentation, Assessment Download Sheet 5

Next, students can investigate local archives to find information about the community from a past time. Have them make comparisons about and draw conclusions from the changes that have taken place over time, and present these conclusions as a culmination to the journal.

Display students' maps and journals in the classroom.

GRADES 11–12

Lesson Focus
- cartography

Related Questions to Ask Students

Before Viewing

1. Discuss the term *unexplored land*, taking into consideration the extended presence of Aboriginal peoples.
2. Why was mapmaking an important enterprise in the early 1800s?
3. What physical, emotional, and psychological hardships might an amateur cartographer such as David Thompson have faced as he charted thousands of unexplored kilometres of land in the Canadian West two hundred years ago?

During Viewing

1. Why was David Thompson called "the man who looks at stars"?
2. What personal policy of Thompson's showed him to be sympathetic toward Aboriginal peoples?
3. Why did Thompson have to detour to the Athabaska River in the opening stages of his trek to the Columbia?

After Viewing

1. Lewis and Clark have been described by some as mere tourists in comparison with Thompson. Do you think this is an accurate sentiment? Why or why not?
2. How do you think Thompson's policy of not trading alcohol to the Native peoples was received by them? Why?
3. Alexander McKenzie once commented that Thompson accomplished more in 10 months than he thought possible in two years. Discuss the value of "passion" in the pursuit of a great task.

Activity 2

WebLinks
Canada: A People's History
http://cbc.ca/historys/highdownload.html
(Thompson maps)
National Atlas of Canada
http://atlas.gc.ca/

The Columbia

Have students create a comprehensive map of a portion of the Columbia River region, using a variety of modern cartography technologies. The map should identify, to scale, the landforms, vegetation, minerals, human presence, and watercourse of the region today.

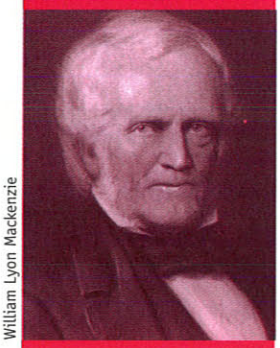
When their map is complete, students can research the travels of David Thompson. Have them compare their map and its information with the information found about Thompson's travels in the area (David Thompson's *Columbia Journals*, B. Belyea, Ed, is a useful information source). Students should note what has changed and what has not, the impact of time and change on the environment, the effect of any changes on the Aboriginal peoples, and the new industry of the region.

Assessment Opportunity
Written Presentation, Assessment Download Sheet 5

Have students write a report, to accompany their map, that reflects on the changes and evaluates the positive and negative impacts of those who followed Thompson.

Students can present their maps and reports to the class, or display them in the classroom for others to view.

Lesson 18



William Lyon Mackenzie

Episode 7: Rebellion and Reform
> Three Angry Men (15:03-23:48)

Lesson Focus
- politics

CAPH, Vol. One, book reference
Chapter 7: Rebellion and Reform, pages 218-221

Journalists, Politicians, and Reformers in the 1830s

Video Summary

During the 1830s, demands for political reform in Britain's North American colonies became stronger. Political leaders like William Lyon Mackenzie in Upper Canada, Louis-Joseph Papineau in Lower Canada, and Joseph Howe in Nova Scotia used their newspapers as a means of shaping colonial public opinion in favour of their reform cause. These men strongly denounced the unrepresentative, non-elected groups who dominated economic, social, and political life in the colonies, and demanded greater self-government from Britain. They all attracted significant support, but also made themselves the targets of hostility from conservative colonists and British authorities alike.

GRADES 9–10

Related Questions to Ask Students

Before Viewing

1. What do you think would be the main methods political leaders in the 1830s would have used to promote and share their ideas with the public?
2. What does the word *democracy* mean to you?
3. How democratic do you think the governments of Britain's North American colonies were in the 1830s?

During Viewing

1. What role did William Lyon Mackenzie, Louis-Joseph Papineau, and Joseph Howe play in the movement for political reform in Britain's North American colonies during the 1830s?
2. What did Mackenzie mean by the term *Family Compact*? Why did he oppose it?
3. Did this type of group exist in the other British North American colonies as well?

After Viewing

1. Why do you think William Lyon Mackenzie, Louis-Joseph Papineau, and Joseph Howe attracted so much support and opposition from different groups?
2. Why was the newspaper such an important means of spreading political viewpoints among the population of the colonies?
3. Why might these three men be considered pioneers of democracy in Canada?

Activity 1

WebLink
The 1837 Rebellions
www.edunetconnect.com/cat/rebellions

Comparing Political Leaders and Their Times

Explain the following to students:

The movement for political reform in Britain's North American colonies during the 1830s was led by three men: William Lyon Mackenzie in Upper Canada, Louis-Joseph Papineau in Lower Canada, and Joseph Howe in Nova Scotia. All these leaders shared similar political objectives, and utilized similar means to attain them. They also faced strong resistance from the powerful elites who opposed their demands for change. They were all influenced by the wave of democratic political ideas that spread to British North America from the United States and Europe.

Have students compare and contrast these three political leaders and the situations they faced in the 1830s, focusing on the following points:

- main criticisms of the existing political situation in the colony
- means of presenting their point of view to the public

- demands made to Britain for political reform
- resistance to their political demands
- personal characteristics of the leaders

GRADES 11–12

Lesson Focus
- politics
- media

Related Questions to Ask Students

Before Viewing

1. What do you understand the term *partisan press* to mean?
2. Why do you think newspapers were important in promoting political viewpoints in colonial British North America?
3. Why are William Lyon Mackenzie, Joseph Howe, and Louis-Joseph Papineau famous figures in Canadian history?

During Viewing

1. Which groups supported Mackenzie, Papineau, and Howe in the colonies? Why?
2. Which groups opposed them? Why?
3. What penalties could be imposed on radical journalists at this time?

After Viewing

1. How did the three political leaders' experience in the struggle for reform in the 1830s make them more radical?
2. How would you assess the style of political expression used by each of these leaders to persuade his readership?
3. What impact do you think these newspapers had on public opinion in British North America at the time?

Activity 2

Considering Media
As a class, discuss how electronic media (radio, televison, Internet) have impacted politics and the sharing of political ideas.

The Role of the Mass Media in Politics

Have students analyze the role each of the following newspapers played in the struggle for political reform in each of the British North American colonies in the 1830s:

The Colonial Advocate, edited by William Lyon Mackenzie (Upper Canada)

La Minerve and *The Vindicator* (Lower Canada)

The Novascotian, edited by Joseph Howe (Nova Scotia)

The following questions will help focus students' inquiries:

- How did the political role of newspapers in the 1830s differ from the role they play today?
- How did Mackenzie, Papineau, and Howe use newspapers as a means of promoting their political ideas?
- What risks did reform journalists and politicians face at this time?
- What style did reform-minded journalists use in presenting their ideas in print?
- How would you compare this style with that of politicians and/or media commentators today?

Assessment Opportunity
Media Critique, Assessment Download Sheet 6

Lesson 19

Irish ship landing at Grosse Île

Episode 7: Rebellion and Reform
> A Horrible Year (23:48-31:25)

Lesson Focus
- political conflict
- French-English tensions
- socio-economic issues

CAPH, Vol. One, book reference
Chapter 7, Rebellion and Reform, pages 222-225

Considering Media
Have students produce a video dramatizing the voting at a Montreal polling office during the 1832 election. Students should role-play the election officials, voters, and representatives from the English and Patriote parties at the scene. Students should then watch the video and discuss how they think the election-day violence would have influenced political decision-making at that time.

Assessment Opportunity
Oral Presentation, Assessment Download Sheet 3
Group Presentation, Assessment Download Sheet 2

Social and Political Tensions in Montreal

Video Summary

In 1832 Montreal was the largest city of the British North American colonies, and the economic centre of the Canadas. But there were clashes between the English Party, led by wealthy merchants and businessmen, and the Patriote Party, which drew its support from French Canadians and recent immigrants from Ireland. Public elections led to violence between the two groups. In the summer, an Irish ship docked at Quebec City. Many on board were sick with cholera, which soon spread to Montreal, killing thousands. Many French Canadians blamed the English authorities for the disease because they had allowed infected Irish immigrants to disembark at Quebec. The combination of political unrest and disease made 1832 a horrible year for the residents of Montreal.

GRADES 9–10

Related Questions to Ask Students

Before Viewing

1. How are elections conducted in Canada today?
2. What do you think are the main differences in the way elections are held in Canada today compared with those of the 1800s?
3. Do elections cause much violence and conflict in Canada today?
4. What do you know about the disease cholera?

During Viewing

1. What were the two competing political parties in Montreal in the 1830s?
2. Why did the struggle between them frequently take a violent form?
3. What caused the cholera outbreak in Lower Canada in 1832?
4. What methods did local authorities take to control the disease?

After Viewing

1. How do elections in Canada today compare with the Montreal election of 1832?
2. Who did Louis-Joseph Papineau blame for the election-day violence? Was he justified?
3. Why did the cholera epidemic cause tensions between French and English residents?

Activity 1

Dramatizing the Political and Social Tensions in Montreal: 1832

Have students form two groups and assume the roles of various individuals depicted in this video chapter. Have each group prepare and present a role-play that dramatizes the political and social tensions that existed in Montreal in 1832.

One group can re-enact an election-day conflict between the English and Patriote parties, with group members role-playing such figures as Louis-Joseph Papineau, Daniel Tracey, John Molson, Peter McGill, Casimir Chauvin, Pierre Billet, Francois Languedoc, and Lord Aylmer. Invite each individual to give his or her character's views on the reasons for the political violence, who the character felt was responsible for the violence and why, and what should be done about it.

The other group can role-play the impact of the cholera epidemic on Montreal in 1832, with the following individuals taking part in the dramatization:

- a person reading a newspaper report of the spread of the disease

- a resident of a poor neighbourhood of the city reacting to the disease
- an official with the city board of health issuing instructions to city residents
- Alexander Hart, a Jewish merchant who recorded an eye-witness account of the epidemic
- Jean-Jacques Lartigue, Bishop of Montreal, who wrote of the effects of the disease

GRADES 11–12

Lesson Focus
- socio-economic issues

Related Questions to Ask Students

Before Viewing

1. What problems do you think might arise if voting took place in public, rather than by secret ballot, today?
2. Does Canada have much election-related violence, compared with other countries around the world?
3. In what parts of the world is cholera still a deadly disease today? Why?

During Viewing

1. What groups in Montreal supported the English and Patriote parties? Why?
2. Why did elections cause so much violence at this time?
3. What factors led to the rapid spread of cholera in Montreal?
4. How serious was the cholera epidemic of 1832?

After Viewing

1. How might the election-day violence in Montreal in 1832 have contributed to the growing conflict between the English and Patriote parties in Lower Canada?
2. What lessons do you think Montreal health officials could have learned from the cholera epidemic of 1832?
3. Why did the epidemic worsen relations between French Canadians and the British colonial government in Lower Canada?
4. What can the spread of disease in a region reveal about socio-economic conditions?

Activity 2

WebLink
Grosse Ile National Park
www.parcscanada.gc.ca/grosseile/en/glance%Fe.html

Assessing the Impact of Disease on a 19th-Century City

The cholera epidemic that struck Montreal in 1832 provides social historians with a good example of the impact of deadly, contagious diseases on urban centres during the 19th century.

Have students analyze the effects of the cholera epidemic on Montreal, as well as the lessons that observers drew from it, and note how similar outbreaks might be controlled in the future. Have them write, for delivery to the class acting as the board of health, a report of their findings.

Student should use the following questions as a focus for their inquiry:

- How did the disease first arrive in Lower Canada?
- How could it have been controlled then?
- Why was Montreal an ideal breeding-ground for a disease like cholera?
- What serious social problems did the rapid spread of the disease reveal?
- What was the state of medical knowledge about cholera at the time?
- What was the effect of the epidemic on Montreal?
- What impact did the disease have on English-French relations in Montreal?

Lesson 20

Baldwin and Lafontaine

Louis-Hippolyte Lafontaine

Episode 7: Rebellion and Reform
> The Union of the Canadas (hr. 2 26:44-38:51)

Lesson Focus
- responsible government
- political reform

Video Summary

In the aftermath of the Rebellions of 1837, the British government sent a factfinder, Lord Durham, to investigate the causes of the trouble in the provinces. Durham subsequently recommended that unifying Upper and Lower Canada into a single colony would reduce animosity by weakening the influence of the French-Canadian nationalists. In addition, Durham recommended that the newly unified province of Canada be granted responsible government. While Britain accepted Durham's recommendation of unification to quell French-Canadian trouble, it rejected the idea of responsible government. In spite of Britain's designs, Baldwin and Lafontaine forged an alliance to keep the reformist dream alive.

GRADES 9–10

Related Questions to Ask Students

Before Viewing

1. What is a rebellion?
2. Why do people rebel against their government?
3. Give examples of rebellions (either historical or contemporary).

During Viewing

CAPH, Vol. One, book reference
Chapter 7: Rebellion and Reform, pages 245-254

1. What two recommendations did Lord Durham make for the colonies?
2. What was the disagreement between Haliburton and Howe? How did they settle their differences?
3. What problem did Lafontaine face, and how did Baldwin help him solve it?

After Viewing

1. What were the consequences of Lord Durham's recommendations?
2. Suggest how Baldwin and Lafontaine worked against prejudice. Would these two men be considered role models for Canadians today? Why?

Activity 1

Assessment Opportunity
Written Presentation, Assessment Download Sheet 5

A Letter to the Editor

Have each student imagine he or she is a French Canadian after the Rebellions of 1837. Have them read the following passage from Lord Durham's report to the British government:

> *"The language, the laws, the character of the North American Continent are English; and every race but English appears there in a condition of inferiority. It is to elevate them from that inferiority that I desire to give the Canadians our English character . . . The Canadians are a people without a history . . . a people without a culture."*

WebLink
Canadian History of the 18th and 19th Centuries
www.sd68.bc.ca/cedj/Library/confederation-b.html

Have students write, in role, a letter to the editor of the newspaper *Le Canadien*, expressing their opinions on this report. Ask students to share their letters, and discuss questions such as:

- What was similar about all of your letters?
- What feelings did most of you have about the passage from Lord Durham's report? Why do you think that is so?

GRADES 11–12

Lesson Focus
- responsible government
- political reform

Related Questions to Ask Students

Before Viewing
1. What is a rebellion?
2. How can governments respond to rebellions?
3. What reasons would Canadians in Upper and Lower Canada have to rebel against the British crown?

During Viewing
1. Who was Lord Durham, and why was he sent to Canada?
2. What recommendations did Durham make in his report to the British government? What did the government actually do?
3. What common vision do the British North American reformers Baldwin, Lafontaine, and Howe share?

After Viewing
1. What would be the implications of Lord Durham's report?
2. What were the long-term effects of the Baldwin-Lafontaine alliance?
3. In your opinion, which modern-day politicians carry on the Baldwin-Lafontaine spirit?

Activity 2

Assessment Opportunity
Oral Presentation, Assessment Download Sheet 3
Written Presentation, Assessment Download Sheet 5

A Political Campaign
Have students create a political campaign for Louis-Hippolyte Lafontaine.

First, have students write a speech, in role as Lafontaine, that will help to convince the voters of English North York to elect you, a French Canadian, as their member of the legislature in the 1841 election. Invite several volunteers to deliver their speeches.

Next, have students work in small groups to create a Lafontaine election pamphlet to distribute to the electorate. The pamphlet should include a candidate's profile, a catchy slogan, a summary of the issues and Lafontaine's stand on each issue, as well as a few motivating quotations from Lafontaine, to distribute to the electorate.

Considering Media
Students can write a script for a two-minute heritage moment, for film or radio, about Baldwin, Lafontaine, or both. If they wish, students can audio- or video-tape their script.

Lesson 21

Harriet Tubman

Episode 8: The Great Enterprise
> The Underground Railroad (26:05-31:14)
> Hope Gate (31:14-38:51)

Lesson Focus
- immigration and settlement

CAPH, Vol. One, book reference
Chapter 8: Confederation, pages 264-281

WebLinks
Amazing Grace
www.antioch.com.sg/well/music/amazingg.htm
The Exile's Return
http://iccs.arts.utas.edu.au/narratives/snow.html

Assessment Opportunity
Written Presentation, Assessment Download Sheet 5

Immigration to Canada after 1830

Video Summary

From the 1830s onward, Canada was the scene of massive immigration. Refugees from slavery found haven in this British North American colony. With the passage of the Fugitive Slave Act in 1850, the slow trickle of black fugitives transformed into a flood, and many rose to prominence in the country that sheltered them from bondage. At the same time, Canada became a refuge for thousands of famine-stricken Irish tenant farmers. Many endured disease and loss of family, while the fortunate found low-paying jobs in crowded, inhospitable cities. As these immigrants settled into their new homes, old prejudices and hardships continued to plague them.

GRADES 9–10

Related Questions to Ask Students

Before Viewing

1. Why do you think immigrants would have come to Canada in the 1800s?
2. What kind of hardships would immigrants have faced upon arrival in Canada?
3. What modes of transportation were available to North Americans during the 1800s?

During Viewing

1. Why did blacks start to come to Canada in large numbers in the 1850s?
2. What was the Underground Railroad?
3. What leadership role did Harriet Tubman and Mary Ann Shadd play for blacks?
4. Why did so many Irish come to Canada during the 1800s?
5. What did D'Arcy McGee see as the biggest obstacle facing the Irish?

After Viewing

1. Identify two individuals in the video who made a difference after coming to Canada, and explain why you chose them.
2. In your opinion, was D'Arcy McGee a hero?
3. Identify a person or a group of people who have come to Canada, today or in the past, and describe the impact that group or person has had on Canada.

Activity 1

Writing a Spiritual

Explain to students that they are going to write a song that tells of troubles and hardships upon moving to a new land. Play the song "Amazing Grace" for students. Ask:

- What do you think this song is about?
- How does the song make you feel? Why?

Explain that the words were written by a white man, but that the tune was likely that of a slave spiritual, a type of song written by slaves to sum up and share an experience through music.

Have students (individually, in pairs, or in small groups) choose either an escaped slave or an Irish immigrant. Have them write brief notes about the hardships of their life, their journey to Canada, and their settlement. Finally, ask students to use their notes to write a song that recounts what happened to them and how they feel about it.

GRADES 11–12

Lesson Focus
- immigration and settlement
- black history

Related Questions to Ask Students

Before Viewing

1. What was the Underground Railroad?
2. Why would escaped slaves want to come to Canada?

During Viewing

1. What measures did slave owners take to prevent their slaves from escaping?
2. What leadership qualities did Harriet Tubman and Mary Ann Shadd exhibit?
3. What advice did D'Arcy McGee give to his Irish compatriots?

After Viewing

1. Why do you think Harriet Tubman would prove to be the most successful smuggler of slaves to freedom?
2. Is the act of quarantine as enforced by the government on the Irish a question of health or one of intolerance? Explain.

Activity 2

Assessment Opportunity
Group Presentation, Assessment Download Sheet 2
Written Presentation, Assessment Download Sheet 5

Black Community Study

Divide students into groups. Have each group research the history of one or more of the principal black communities of Southern Ontario: Amherstburg, North Buxton, Chatham, Windsor, Dresden, London, Collingwood, Toronto, Barrie, Midland.

Each group should trace the evolution of its settlement, identify the leading black personalities of the communities and their cultural contributions, and note the historical or cultural sites that can be visited today in these communities.

Alternatively, students can explore one of Canada's current principal black communities and prepare a report using similar categories.

Have students present their research in the form of a booklet or a travel brochure.

Lesson 22

The Making of Confederation

Sir George-Étienne Cartier

Episode 8: The Great Enterprise
> Strangers in Charlottetown (hr. 2, 00:46-6:01
> Three Weeks in Quebec (hr. 2, 6:01-23:14)

Lesson Focus
- Confederation
- national unity

CAPH, Vol. One, book reference
Chapter 8: Confederation, pages 256-276

Video Summary

In 1864, a Canadian delegation arrived in Charlottetown to join the discussion of a possible union of the Maritime colonies. This group wanted the Province of Canada included in the union, too. John A. Macdonald, George-Étienne Cartier, and George Brown courted the delegates with camaraderie and champagne. They agreed to meet again in Quebec, where the colonists came together at meetings and parties while Macdonald and Mowat spent hours framing many of the articles for the constitution of the new confederation. But not all colonists supported the proposed union, and ethnic and regional concerns threatened to sidetrack the discussion.

GRADES 9–10

Related Questions to Ask Students

Before Viewing

1. Discuss, in the context of today, the rationale for Quebec sovereignty.
2. Should separatists be allowed to participate in the federal government? Why? Why not?
3. Why do you think the Quebecois would have concerns about Confederation in the 1860s?

During Viewing

1. What factors contributed to the acceptance, by the delegates, of the concept of Confederation?
2. How did Canada's reaction to the "Robbers of St. Albans" infuriate the U.S. government?
3. What role did the Catholic Church play in the Confederation debate?

After Viewing

1. Discuss the impact of individual leadership on the attempt to pursue a Canadian constitution.
2. How are the Confederation debates, present-day Constitution debates, and the Quebec sovereignty debates alike? Different?
3. What reasons might the British North American colonies have had to fear the "Manifest Destiny" of the United States?

WebLinks
Canadian Confederation
www.nlc-bnc.ca/confed/e-1867.htm
Fathers of Confederation
www.nlc-bnc.ca/confed/foc.htm
Mothers of Confederation
www.nlc-bnc.ca/confed/moc.htm

Assessment Opportunity
Written Presentation, Assessment Download Sheet 5
Oral Presentation, Assessment Download Sheet 3

Activity 1

Father Figures

Have students select one of the Fathers of Confederation and research his life, opinions, political and religious affiliations, and cultural background.

Next, have students write and deliver a five-minute speech arguing, from the perspective of the Father of Confederation they have chosen, one of the following sets of concepts:

- support for a strong central government; the need for an intercolonial railway; and the need to counter the Fenian threat, or
- support for strong provincial governments; the impact of Confederation on the citizens of the province; the excessive costs of an intercolonial railway.

Students can then research opinions about Confederation from the leaders of the most recent regions to join the union—Newfoundland in 1949 and Nunavut in 1999. Have students compare and contrast these opinions with those they researched earlier.

GRADES 11–12

Lesson Focus
- Confederation
- the political conference
- national unity

Related Questions to Ask Students

Before Viewing
1. What do you think Representation by Population (or rep by pop) means?
2. Why would colonies want to join together? Stay independent?
3. How could something happening in the United States affect the creation of Canada?

During Viewing
1. What did the Canadians do in Charlottetown to sway the Maritime delegates to consider a wider union?
2. How did Macdonald envision the division of power between the federal and provincial governments?
3. What reasons existed in Quebec to oppose Confederation?

After Viewing
1. Were the Fenians a real threat or were they exaggerated to establish a need for union?
2. Why might the French of Quebec fear a union with Canada? Have those fears been realized?
3. Discuss the importance of Macdonald to the creation of Canada.

Activity 2

Assessment Opportunity
Oral Presentation, Assessment Download Sheet 3
Group Presentation, Assessment Download Sheet 2

That Was Then; This Is Now
Have small groups of students research and compare the issues and results of the debates from the conferences of the 1860s and the Meech Lake Accord. Students should:

- compare the actions of Macdonald with those of then-prime minister Mulroney
- identify and explain the main issues of contention in both events
- compare and contrast the reasons given by those opposed to Confederation and Meech
- identify and explain the outcomes of each event at the end of the conferences and after attempts to ratify them

Have each group prepare a presentation to the class, complete with visual aids (comparative charts) explaining the similarities and differences between the two events. Have students draw conclusions about the forces, then and now, that impact on the process, and suggest ways in which these diverse perspectives in our country can be brought to consensus.

Lesson 23

The London Conference

Sir John A. Macdonald

Video Summary

These video chapters recount the final steps leading toward Confederation. A Canadian team, led by Madonald, Cartier, and Galt, worked in London to prepare a final draft of a bill uniting the British colonies of Canada, Nova Scotia, and New Brunswick. The process was long and tedious, as the bill had to pass through the British House of Commons and House of Lords. On May 22, 1867, a royal proclamation united the three provinces into one Dominion, under the name of Canada. On July 1, the Dominion of Canada came into being, with mixed emotions from many of her people.

Episode 8: The Great Enterprise

> Good Management and Means (hr. 2, 29:38-38:52)
> A Great Revolution (hr. 2, 38:52-44:29)
> July 1, 1867 (hr. 2, 44:29-50:20)

Lesson Focus

- Confederation
- national unity

CAPH, Vol. One, book reference

Chapter 8: Confederation, pages 276-277

WebLinks

National Archives of Canada
www.archives.ca
National Library of Canada
www.nlc-bnc.ca
Parliamentary Internet
www.parl.gc.ca

GRADES 9–10

Related Questions to Ask Students

Before Viewing

1. What is confederation?
2. Why would the colonies need to get Britain's permission for Confederation?

During Viewing

1. Who accompanied Macdonald on his voyage to London? Why was a Canadian team necessary?
2. Why did it take so long for the Confederation bill to become law?
3. How was John A. Macdonald rewarded for his labours?

After Viewing

1. Describe the different reactions of people around the country to the news of Confederation.
2. According to D'Arcy McGee, what was the key to Canada's survival as a nation? Do you agree? Explain your answer.

Activity 1

From Bill to Law

In groups, have students research the role and function of the Cabinet, the House of Commons, the Senate, and the Governor General in today's government.

Next, have students summarize, on chart paper, the principal functions of each of the above in the passage of a bill into law.

Invite each group to present its findings to the class.

Have the class record all of the steps necessary for a bill to pass into law. Finally, have the class decide together the order of the steps, and record them on chart paper as a flow chart.

GRADES 11–12

Lesson Focus
- government

Related Questions to Ask Students

Before Viewing

1. Identify different ways of creating new nations (revolutions, civil war, negotiations).
2. What steps would a group of colonies have to take in order to become a country of its own?

During Viewing

1. Who was Joseph Howe and why was he in London?
2. Why did the Canadian delegation go to London?
3. How did Nova Scotians respond to the news of Confederation? What was the significance of their reaction?

After Viewing

1. What minority rights are protected in the Confederation bill? Why do you think this is the case?
2. Account for the different reactions to Confederation in Nova Scotia, Quebec, and Ontario.

Activity 2

Assessment Opportunity
Debate Sheet, Assessment Download Sheet 1

Debating Confederation

Divide the class into two groups, one pro-Confederation and one anti-Confederation.

Have students choose a role from among the key players of the Confederation debate—Macdonald, Brown, Cartier, Galt, Dorion, Tupper, Howe, Tilley, and A.J. Smith—and research their chosen character.

Have each student find a suitable partner from the opposite camp and have each pair hold a debate on the merits of Confederation (for example, Dorion and Cartier debating on the merits of Confederation for French Canada; Tupper and Howe debating the impact for Nova Scotia.)

Interested pairs can share their debate with the class.

Lesson 24

Louis Riel

Episode 9: From Sea to Sea
> War is Upon Us (20:16-24:37)
> A Single Act of Severity (24:37-33:08)

Lesson Focus
- land appropriation
- human rights

CAPH, Vol. One, book reference
Chapter 8: Confederation, pages 284-288

WebLink
Louis Riel Institute Home Page
www.louisrielinstitute.com

Assessment Opportunity
Written Presentation, Assessment Download Sheet 5

The Red River Resistance

Video Summary

In 1869, the Hudson's Bay Company's lease on Prince Rupert's Land, signed with England, came to an end. Canada wanted to annex this region against the wishes of the region's large population of Métis, most of them French-speaking Catholics who relied on the bison hunt and the fur trade to survive. These two video chapters tell the story of the resistance movements that led to the creation of Manitoba, and of Louis Riel, the man who led those movements.

GRADES 9–10

Related Questions to Ask Students

Before Viewing

1. Why would a government want to take land from people?
2. What should a government offer in return when it takes land from people? Why?

During Viewing

1. Why did Marie Guernon's parents refuse to let their daughter marry Louis Riel? What was Riel's reaction to the situation?
2. What was Charles Mair's dream?
3. What happened at Fort Garry on November 2, 1868?

After Viewing

1. Write a character sketch of Louis Riel.
2. Describe the significance of Thomas Scott during the time of Louis Riel.
3. Do you think, as Macdonald implied, that informing the residents of Red River of the impending sale of their land to Canada might have prevented the resistance activities? Explain.

Activity 1

The Métis and Manitoba

The creation of Manitoba constitutes one of the most tragic pages in Canadian history. Have students write a short essay that considers the following:

- How would you react to new landlords if they took away certain features of your life, like sleeping space, for example?
- What would you do if these landlords attacked what was most precious to you, or said they would evict you because you were different from them, poor, had too many children, or were not of their race or culture?

Lesson Focus
- understanding bias

Related Questions to Ask Students

Before Viewing

1. Why would the government of Canada be interested in acquiring land in the West?
2. How do you think the government felt about the fact that people lived on land it wanted to acquire?

During Viewing

1. Describe Charles Mair's vision of "a new Ontario" at Red River.
2. In your own words, briefly describe the situation at Fort Garry on November 2, 1868.
3. Why did Louis Riel try Thomas Scott for treason?

After Viewing

1. Who was responsible for Elzear Goulet's death? Why was he killed?
2. From what you know of Sir John A. Macdonald, why do you think he would have preferred Manitoba to remain a district rather than becoming a province?
3. Are government land appropriations justified? In your opinion, what responsibilities does a government have when it appropriates land?

Activity 2

Assessment Opportunity
Reflecting on What You Have Seen, Assessment Download Sheet 4

The Métis and Colonization

Read students the following quotation of Sir John A. Macdonald's:

> *"These impulsive half-breeds . . . must be kept down by a strong hand until they are swamped by the influx of settlers."*

Have students answer these questions:

- What does Macdonald's quotation reveal about the Canadians' attitude toward the Métis?
- How do you feel about the language used by the country's prime minister?
- Do you think such ideas may also have been applied to Native peoples of the period? Explain your answer.
- Do you think this attitude still exists today? Explain your answer.

Lesson 25

Macdonald, Cartier, and the Pacific Scandal

The Last Spike

Episode 9: From Sea to Sea
> Tie the Oceans Together (33:08-40:37)
> For the Good of This Dominion (40:37-48:00)

Lesson Focus
- political scandal
- point of view

CAPH, Vol. One, book reference
Chapter 8: Confederation, pages 289-292

WebLinks
Sir Hugh Allan
http://collections.ic.gc.ca/heirloom_series/volume5/100-101.htm
Sir John Abbot
http://cnet.unb.ca/achn/pme/jjcadb.htm
Alexander Mackenzie
http://cnet.unb.ca/achn/pme/amdb.htm

Assessment Opportunity
Written Presentation, Assessment Download Sheet 5
Oral Presentation, Assessment Download Sheet 3

Video Summary

In the 1870s, the Canadian government, led by John A. Macdonald, had promised British Columbia a railway connection to the East. Macdonald and Cartier had close ties with Hugh Allan, the president of the Canada Pacific Railway Company. In exchange for his financial support in the upcoming election, they promised him the contract to build this rail link. In 1873, while Cartier battled the illness that eventually killed him, Macdonald was placed in the centre of a scandal after secret documents illustrating the dealings between him and Allan were published. Macdonald's government was forced to resign, leading to the election of the first Liberal government in Canada.

GRADES 9–10

Related Questions to Ask Students

Before Viewing

1. Why do you think that Macdonald and Cartier were so intent on building a railway across Canada?
2. How far should a politician go to accomplish a goal?
3. How had railways contributed to Canadian society prior to 1873?

During Viewing

1. Why did Macdonald's party need large amounts of cash?
2. Why was Hugh Allan willing to help Macdonald?
3. What caused Cartier's death?

After Viewing

1. Why do you think the Canadian government offered British Columbia a railway instead of agreeing to the far more modest request, made by British Columbians, for a wagon road?
2. Did Macdonald do something wrong by dealing with Allan as he did? Why or why not?

Activity 1

"And I Say . . ."

Macdonald and Cartier were committed to building a railway to British Columbia. There were many reasons for a link across the West for these visionaries, but the project was not well received by many, particularly in Ontario.

Have students write a speech as one of the following:

- Macdonald
- Cartier
- Mackenzie
- Brown

As they write, they should keep in mind the following facts.

- Fenians from the U.S. had attacked Canada for several years.
- Many Americans believed in the Manifest Destiny of continental domination.
- The cost of railway construction was very high and there were few people west of Ontario.

- There had recently been an uprising in Manitoba.

Have students deliver their speech, in role, as though they were in Parliament, and defend or condemn the actions of the Conservative government in its dealings with Hugh Allan.

GRADES 11–12

Lesson Focus
- political scandal
- point of view

Related Questions to Ask Students

Before Viewing

1. Why were railways so important to Canada in the 1870s?
2. Should politicians be held to a higher moral and ethical standard than ordinary citizens?
3. Should the personal lives of public people be exposed to public scrutiny?

While Viewing

1. How was the Grand Trunk connected to Canadian politics?
2. What was the problem with Hugh Allan's Board of Directors?
3. What seat was offered to Cartier after his loss in Montreal?

After Viewing

1. Do you think today's Freedom of Information Act will reduce the possibilities of scandals occurring in the future?
2. Discuss other Canadian scandals and compare them with the Pacific Scandal.
3. In the pursuance of a "greater good," does the end always justify the means?

Activity 2

Considering Media
Have students find an editorial or an editorial cartoon from a current newspaper and comment on its bias or perspective.

Who Was Right?

Have students write an editorial and draw a political cartoon outlining the events of the Pacific Scandal, from one of the following two perspectives:

- You are the editor of a pro-Liberal newspaper. To win the next election, Macdonald and Cartier and the Conservative Party have received large sums of money from Hugh Allan in exchange for the promise of a contract to his company to build the promised Canadian railway.
- You are the editor of a pro-Conservative newspaper. Mackenzie and his Liberal Party have stolen and then published papers outlining the dealings between the Conservatives and Allan.

Assessment Opportunity
Written Presentation, Assessment Download Sheet 5

Have students present their work to the class. Together, discuss the question of bias and perspective in the recording of historical events.

Lesson Plans, Year Two — Episodes 10–17

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Episode Summaries

Episode 10: Taking the West

(1873 to 1896) 2 hours
The 1870s and 1880s are a time of trial for the young Dominion of Canada. The country's first Prime Minister, John A. Macdonald, faces economic depression in the fast-growing factories of the east and a new revolt in the west, led by his old nemesis, Louis Riel. The suppression of the Northwest Rebellion, and the building of the Canadian Pacific Railway, opens the prairies to new floods of immigration; but Macdonald's single-minded insistence that the French-speaking Catholic Riel must hang for treason threatens to tear apart the fragile bond between Quebec and English Canada.

Episode 11: The Great Transformation

(1896 to 1915) 2 hours
Massive waves of immigration, a headlong economic boom and the growth of prairie agriculture and urban industry transform Canada in the years between 1896 and 1915. This episode focuses on the people who shaped a new Canadian society: the Ukrainian peasants who found shelter from the merciless Saskatchewan winter in sod huts; the socialists who tried to mobilize an emerging urban working class; the campaigners for temperance and women's suffrage. The dizzying pace of change also brings ethnic intolerance and racism, particularly against Asian immigrants. At the same time, growing tensions over Canada's role in the British Empire help put an end to Sir Wilfrid Laurier's government in 1911. When World War I breaks out, the initial burst of enthusiasm in English Canada and resistance in French Canada foreshadow further domestic conflict as wartime pressures grow.

Episode 12: Ordeal by Fire

(1915 to 1929) 2 hours
Canada's heavy military role in World War I (60 000 dead in a population of eight million) transforms its society, politics and place in the world. This episode focuses on the war and its after-effects in the 1920s. It evokes the horror, bravery and sacrifice of trench warfare in recounting Canada's great battles: the Somme, Vimy Ridge, Verdun, Courcelette and Passchendaele. No less significant are the domestic consequences of Canada's war effort—the 1917 crisis over conscription marks the lowest point in French-English relations since the 1830s. After the war ends, labour revolt in Winnipeg and across the country raises fears of a Bolshevik insurrection, while the Progressives' electoral revolt threatens to complete the destruction of the two-party system that began with the Union government. The return to a measure of stability in the mid-1920s would not last long, as the crash of 1929 made clear all too quickly.

Episode 13: Hard Times

(1929 to 1940) 2 hours
Canada's economy virtually collapsed during the 1930s, creating a prolonged political and social crisis that no one knew how to resolve. This episode describes the disastrous effects of the Depression and the new political movements and leaders that arose from it: Aberhart and Social Credit, Duplessis and Hepburn, Adrien Arcand and Tim Buck. Stories of the Dust Bowl, the relief camps and On-to-Ottawa Trek are contextualized within an increasingly menacing international climate—the rise of fascism and mounting likelihood of another world conflict. Only when war is declared and the federal government assumes unprecedented powers over the economy does the Depression really end. The demands of the military and the domestic impact of World War II engulf the country and leave Canada fighting virtually alone at Britain's side.

Episode 14: The Crucible

(1940 to 1946) 2 hours
Canada comes of age in the anguish of World War II, with soldiers on the beaches at Dieppe and women in the industrial workforce back home. The country's military role and the domestic, social and political consequences of the war are traced through poignant stories of Canadians on both sides of the Atlantic. The horrific global conflict steals the innocence of a generation but brings hope for a new future.

Episode 15: Comfort and Fear

(1946 to 1964) 2 hours
The end of World War II signals the end of 15 years of social, political and economic upheaval. The post-war baby boom and government economic and social policies give rise to an unprecedented boom that brings prosperity and growth to Canadian communities. Meanwhile, television becomes a powerful new tool with social and political consequences. Charismatic leaders—including Diefenbaker, Smallwood, Duplessis and CCF leader Tommy Douglas—colour post-war Canada, as do such issues as Medicare, growing fears of the Cold War and nuclear conflict, and the country's growing absorption into the American orbit of military, economic and cultural influence.

Episode 16: Years of Hope and Anger

(1964 to 1976) 2 hours
The 1960s and 1970s are an era of ferment on every level: politics, culture and personal life. Quebec's Quiet Revolution and youth movements across North America challenge the status quo. Some events bring the country together: a new flag is introduced and Canada shines in the world's spotlight with Expo '67; while others threaten considerable upheaval: growing calls for Quebec sovereignty, the 1970 FLQ/War Measures Act crisis, and an energy shortage that pits East against West. A telegenic young man is elected Liberal leader, then Prime Minister; Trudeaumania changes the face of Canadian politics irrevocably.

Episode 17: In an Uncertain World

(1976 to 1990) 2 hours
The world order and economic boom that had taken shape after World War II begin to unravel, and a new era of economic uncertainty begins. Free trade, globalization, the rise of feminism, the collapse of the Soviet Union, growing multiculturalism and the explosion of computer technology converge to shape Canada's economic, social and political environment. Meanwhile, debate around Canadian unity continues with the Quebec Referendum of 1980, repatriation of the Constitution and the Meech Lake Accord. The series finale concludes with a poignant reflection on the country's historical experience and the currents that Canada will have to navigate in the 21st century.

Lesson Plan Summaries

The Lesson Plans will assist you in integrating the wealth of video content in *Canada: A People's History* into your classroom. The following chart will help you choose appropriate Plans for your classroom. All Lesson Plans should take one to two class periods.

Episode 10: Taking the West

Lesson 26:
Settling the West

Focus: migration, French-English relations
Activity Summary (9-10): creating a recruitment poster
Activity Summary (11-12): writing a speech in role

Lesson 27:
The Siege

Focus: leadership, military history
Activity Summary (9-10): comparing leadership styles
Activity Summary (11-12): researching the impact of the railway on history

Lesson 28:
The Trial of Louis Riel

Focus: English-French relations, Aboriginal issues
Activity Summary (9-10): role playing to understand opinions
Activity Summary (11-12): evaluating political alternatives from different historical perspectives

Episode 11: The Great Transformation

Lesson 29:
The Rise of Sir Wilfrid Laurier

Focus: leadership, politics, regional issues
Activity Summary (9-10): defining leadership
Activity Summary (11-12): assessing the Manitoba Schools Compromise

Lesson 30:
Voting Rights for Women

Focus: women's suffrage
Activity Summary (9-10): creating a campaign for Prohibition
Activity Summary (11-12): critiquing *A Women's Parliament*

Lesson 31:
Gold Mountain

Focus: immigration, racism and discrimination
Activity Summary (9-10): writing in role about discrimination
Activity Summary (11-12): writing diary entries about the immigrant experience

Episode 12: Ordeal by Fire

Lesson 32:
Not Going to War

Focus: patriotism, military history
Activity Summary (9-10): creating a pamphlet for enlistment
Activity Summary (11-12): writing a letter to the editor

Lesson 33:
Vimy Ridge

Focus: military history and strategy
Activity Summary (9-10): researching life at the front
Activity Summary (11-12): debating the issue of conscription

Lesson 34:
Confrontation at Winnipeg, 1919

Focus: labour history
Activity Summary (9-10): creating front page news about the Winnipeg General Strike
Activity Summary (11-12): comparing historical viewpoints

Episode 13: Hard Times

Lesson 35:
The Depression Takes Hold

Focus: economics, regionalism
Activity Summary (9-10): writing to the Prime Minister
Activity Summary (11-12): dramatizing life during the Depression

Lesson 36:
Political Protest in Canada during the Depression

Focus: politics
Activity Summary (9-10): creating a biography of a Depression-era political figure
Activity Summary (11-12): responding to historical quotes

Lesson 37:
Refusing Jewish Refugees

Focus: human rights
Activity Summary (9-10): researching a dialogue about Jewish refugees
Activity Summary (11-12): researching human rights worldwide

Episode 14: The Crucible

Lesson 38:
The Raid at Dieppe

Focus: military history
Activity Summary (9-10): researching the lives of Dieppe's heroes
Activity Summary (11-12): investigating battle plans

Lesson 39:
The CCF in the Canadian West

Focus: politics, leadership
Activity Summary (9-10): creating a political campaign poster
Activity Summary (11-12): role playing the 1944 election

Lesson 40:
The Conscription Crisis

Focus: politics, military history
Activity Summary (9-10): investigating political promises
Activity Summary (11-12): writing a position paper

Episode 15: Between Comfort and Fear

Lesson 41:
Newfoundland Enters Confederation

Focus: national unity
Activity Summary (9-10): writing a position paper
Activity Summary (11-12): investigating and evaluating Newfoundland's entrance into Confederation

Lesson 42:
The Asbestos Strike

Focus: economics, politics
Activity Summary (9-10): creating a talk show about the strike
Activity Summary (11-12): analyzing historical text

Lesson 43:
The Montreal Riots

Focus: social change
Activity Summary (9-10): creating a visual timeline
Activity Summary (11-12): creating an editorial cartoon

Lesson 44:
Quebec under the Liberals, 1960

Focus: politics, English-French relations
Activity Summary (9-10): profiling a political leader
Activity Summary (11-12): interpreting the significance of a historical event

Episode 16: Years of Hope and Anger

Lesson 45:
Development and Displacement

Focus: economics, culture and heritage
Activity Summary (9-10): sharing a point of view through media
Activity Summary (11-12): role playing a town hall meeting

Lesson 46:
Trudeau and Aboriginal Rights

Focus: Aboriginal rights
Activity Summary (9-10): researching the Aboriginal rights movement
Activity Summary (11-12): thinking critically about Aboriginal rights

Lesson 47:
The October Crisis

Focus: civil liberties, process of government
Activity Summary (9-10): role playing a Cabinet discussion
Activity Summary (11-12): holding a parliamentary simulation

Episode 17: In an Uncertain World

Lesson 48:
Solidarity in B.C.

Focus: government and politics
Activity Summary (9-10): role playing the conflict between government and the solidarity coalition
Activity Summary (11-12): debating the rights of unions to hold a general strike

Lesson 49:
The Patriation of Canada's Constitution

Focus: constitutional issues, politics, separatism
Activity Summary (9-10): creating political cartoons
Activity Summary (11-12): researching and writing an editorial on a provincial position

Lesson 50:
The Meech Lake Accord

Focus: constitutional issues, politics, separatism
Activity Summary (9-10): role playing to explain issues
Activity Summary (11-12): evaluating the importance of a historical event

Scope and Sequence

Lesson Number and Title	Activity Skills Focus					
	Critical Thinking	Writing	Using Visual Information	Oral Presentation	Media	Research
Lesson 26: Settling the West		•	•	•		•
Lesson 27: The Siege	•					•
Lesson 28: The Trial of Louis Riel	•			•		
Lesson 29: The Rise of Sir Wilfrid Laurier	•			•		•
Lesson 30: Voting Rights for Canadian Women		•	•		•	
Lesson 31: Gold Mountain		•				•
Lesson 32: Not Going to War		•	•			•
Lesson 33: Vimy Ridge		•		•		•
Lesson 34: Confrontation at Winnipeg, 1919	•	•	•		•	
Lesson 35: The Depression Takes Hold		•		•	•	•
Lesson 36: Political Protest in Canada during the Great Depression	•	•				•
Lesson 37: Refusing Jewish Refugees	•	•		•	•	•
Lesson 38: The Raid at Dieppe	•					•
Lesson 39: The CCF in the Canadian West			•	•	•	•
Lesson 40: The Conscription Crisis	•	•		•		•
Lesson 41: Newfoundland Enters Confederation		•	•		•	
Lesson 42: The Asbestos Strike	•			•	•	
Lesson 43: The Montreal Riots			•		•	•
Lesson 44: Quebec under the Liberals, 1960	•	•			•	
Lesson 45: Development and Displacement		•		•	•	•
Lesson 46: Trudeau and Aboriginal Rights	•			•		•
Lesson 47: The October Crisis	•			•		•
Lesson 48: Operation Solidarity	•			•		
Lesson 49: The Patriation of Canada's Constitution	•	•	•		•	•
Lesson 50: The Meech Lake Accord	•	•		•		•

Lesson 26

Settling the West

Western farmers

Episode 10: Taking the West
> The Newcomers (19:43-26:14)

Lesson Focus
- migration
- French-English tensions

CAPH, Vol. Two, book reference
Chapter 1: Taking the West, pages 7-14

Video Summary

A cornerstone of Sir John A. Macdonald's National Policy and a key to the economic progress of the newly formed nation was the settlement of the West. The government introduced initiatives to increase the number of settlers to farmland in the West, and by the 1880s Winnipeg had become the Western gateway as settlers arrived and bought supplies before heading out. This influx of settlers began to threaten a balance that existed between the French-speaking and English-speaking communities in Manitoba, and led to renewed tensions between the French and English that would eventually escalate into another rebellion.

GRADES 9–10

Related Questions to Ask Students

Before Viewing

1. Who were the Métis and how were they different from English- and French-speaking Canadians?
2. Why do you think that settling the West was an important priority for the Canadian government?
3. How could the Canadian government attract immigrants to the West?

During Viewing

1. What is a homestead and why would this attract immigrants to the West?
2. Who was Louis Riel?
3. What were Bishop Taché's and Father Lacombe's concerns?

After Viewing

1. Why do you think so many French-speaking Canadians remained in New England even though they had to endure prejudice and intolerance?
2. Do you think Louis Riel had legitimate reasons for thinking he had a mission to save the Métis Nation and the Catholic Church in North America?
3. Why was Prime Minister Macdonald's National Policy of settling the West an economic and political benefit for the new country of Canada?

Activity 1

Considering Media
Do you think that posters are an effective form of communication? Why?

Come to Manitoba!

Discuss with students what elements make an effective poster and develop a list of criteria.

Have students create their own poster to attract French-speaking immigrants to the West. Remind students that they should keep in mind the following questions when designing their poster:

- What is the purpose of my poster?
- What audience am I targeting?
- Does my poster have a clear message?
- How effective is my poster?

Alternatively, or in conjunction with their posters, students can use other media to achieve the goal of attracting French-speaking immigrants to the West. Display or present completed work in the classroom, encourage students to discuss effectiveness of the messages, similarities and differences among posters and among media, and so on.

Assessment Opportunity
Media Presentation, Assessment Download Sheet 7

Lesson Focus
- migration
- French-English tensions

Related Questions to Ask Students

Before Viewing

1. Who were the Métis and who was Louis Riel?
2. For what kinds of reasons do you think provinces joined Confederation?
3. What would be effective initiatives for governments to undertake to influence people to settle in a given area of a country?

During Viewing

1. Why was a balance in the English and French populations of Manitoba important?
2. Who was Father Lacombe and what was his mission? Why?
3. Describe Riel's life since leaving Red River.

After Viewing

1. Why were so few French-speaking Catholics attracted to the West?
2. Give examples of prejudice and intolerance as demonstrated in the video chapter. Do you think these attitudes were justified?
3. What is megalomania? What are its symptoms? Do you believe Riel suffered from megalomania?

Activity 2

WebLinks

The Canadian Military Heritage Project: The Northwest Rebellion
www.rootsweb.com/~canmil/northwest/index.html

Images Canada
www.imagescanada.ca

Living Memory: The First Century (Speech of John A. Macdonald)
www.archives.ca/05/0509_e.html

Onward to Manitoba for God and Nation

Have students assume the role of either Father Lacombe or Louis Riel and write a speech to be given in the parish churches of Quebec or New England in hopes of attracting prospective settlers to Manitoba. Invite students to deliver their speech instead of writing it in full, if necessary.

The speech should be no more than three minutes long and should identify the reasons why French-speaking Catholics are needed in Manitoba. It should also include examples of the opportunities that Manitoba can offer settlers, such as free land for farming, French-speaking Catholic communities, adventure, and so on.

Assessment Opportunity
Oral Presentation, Assessment Download Sheet 3

Lesson 27

Big Bear

Episode 10: Taking the West
> The Siege
(hr. 2, 9:47-17:14)

Lesson Focus
- leadership
- military history

CAPH, Vol. Two, book reference
Chapter 1: Taking the West, pages 14-40

WebLinks
Treaty 6
www.usask.ca/nativelaw/treaty6.html
Treaty 7
www.treaty7.org/info/treaty7.htm
Big Bear (photo)
www.indians.org/welker/bigbear.htm
Crowfoot (photo)
www.glenbow.org/libhtm/crowfoot.htm

The Siege

Video Summary

Tensions were mounting in the days before the North-West Resistance. Parliament heard of the Métis victory at Duck Lake and feared a full-scale "Indian" uprising that would include the fierce warriors of the Blackfoot, under Chief Crowfoot. In Edmonton settlers feared the over 2000 armed Cree who lived nearby. People were afraid to venture out alone, and news that armed warriors, against Big Bear's wishes, had attacked and murdered several people at Frog Lake added to their terror. In response, the government quickly sent the militia West. But Crowfoot chose peace over war, limiting the scope of the rebellion and setting the stage for the defeat of Riel at Batoche.

GRADES 9–10

Related Questions to Ask Students

Before Viewing

1. Western Canadians still feel separate from the rest of Canada, and have felt that way for a long time. What kinds of issues have perpetuated this?
2. Technology has taken a greater and greater part in warfare over the centuries. Discuss the ability of military forces today to quickly reach a target.
3. What qualities should the leader of a rebellion or protest have?

During Viewing

1. What message did Starblanket see in the Northern Lights?
2. What did Macdonald do to help convince the Blackfoot to choose peace?
3. What event electrified the country and caused an increase in national fervour?

After Viewing

1. Big Bear remained chief even after the Warrior's Council acted against his wishes. Why do you think he chose to remain in command even after Frog Lake?
2. What do you think would have happened if Crowfoot had decided to join in the rebellion?
3. Consider the phrase, "Might makes right." How is it relevant to this rebellion? What other examples in world history can you think of to which this philosophy applies?

Activity 1

A Question of Leadership

Have students investigate the Aboriginal leaders Big Bear and Crowfoot. Students should consider:

- the locations of their respective bands
- the levels of support each band received from the government
- Treaties 6 and 7
- the desperate state of their peoples and the lure of resolution offered by the Métis uprising

Have students compare the apparent leadership styles of the two chiefs, and discuss which leader, in their opinion, made the decisions that made the most sense for his people.

GRADES 11–12

Lesson Focus
- Aboriginal issues
- geography
- economics

Related Questions to Ask Students

Before Viewing

1. Is rebellion ever justifiable?
2. Discuss how a railway can be considered a weapon of war.
3. If a part of Canada were to declare its independence, what do you think the reaction of the Canadian government would be?

During Viewing

1. Why were the people of Edmonton fearful? Why did they believe themselves to be under siege?
2. From what provinces did the militia come? How did they get to the West?
3. Why did Macdonald want Crowfoot to stay out of the rebellion?

After Viewing

1. In today's society, what are the acceptable ways to challenge injustice?
2. Discuss how the capabilities of the CPR helped to convince Crowfoot of the futility of rebelling.
3. Are the Métis, Cree and Blackfoot better off or worse off now compared with their ancestors in 1885?

Activity 2

The Importance of the Railway

First, have students research how the railway was used to assist in the suppression of the Métis and Cree during the North-West Resistance. Students should create a timeline that shows the impact of the CPR on the response of the Dominion Government.

Next, students can speculate as to the evolution of the North-West Resistance if the Canadian Pacific Railway was only in the beginning stages of construction. They should create another timeline, perhaps a visual or annotated timeline, to illustrate the probable progression of events had the railway not been a factor in the Dominion response.

Have students answer the question: Would the result have been different? How?

Lesson 28

The trial of Louis Riel

Episode 10: Taking the West
> The Trial
(hr. 2, 27:05-35:38)

Lesson Focus
- English-French relations
- Aboriginal issues
- legal issues

CAPH, Vol. Two, book reference
Chapter 1: Taking the West, pages 40-50

Web Links
The North-West Resistance
http://library.usask.ca/northwest/contents.html
Opposing Viewpoints
www.tcel.com/~brownb/Rebviews.htm

Assessment Opportunity
Oral Presentation, Assessment Download Sheet 3

The Trial of Louis Riel

Video Summary

After the defeat of his 1885 rebellion, Louis Riel found himself a prisoner of the federal government, facing charges of high treason and a possible death sentence. Riel was tried in Regina in front of a jury of six white, English-speaking men. While majority opinion in English-speaking, Protestant Ontario called for Riel's execution, most French-speaking, Roman Catholic Quebecers hoped he would be acquitted. Riel acted in his own defence, but the jury found him guilty with a recommendation that he not be executed. However, the judge ignored this plea and sentenced Riel to death. The fateful decision of Prime Minister Macdonald and his Cabinet to hang Riel would have enormous consequences for relations between English- and French-Canadians for many years to come.

GRADES 9–10

Related Questions to Ask Students

Before Viewing

1. What do you know about the trial of Louis Riel after the defeat of his North-West Resistance in 1885?
2. What do you understand about the legal concept of a fair trial?
3. Do you think that members of minority groups in Canada have been subjected to unfair trials and legal proceedings?

During Viewing

1. What was the mood among many residents of the North-West Territories following the defeat of Louis Riel's rebellion in 1885?
2. Why was the government of Prime Minister Macdonald determined that Riel should be sent to the gallows?
3. Why was the decision to hang Riel a difficult one for Macdonald and his government to make?

After Viewing

1. Do you think that Macdonald's decision to hang Riel was justified?
2. Do you think that Riel received a fair trial? Explain.
3. How did Will Jackson's treatment before the court differ from that of his fellow rebel Louis Riel?

Activity 1

Your Opinion, Please

Have students watch the video and select figures depicted in it for a role playing interview exercise in class. These could include Louis Goulet, Johnnie Macdougal, Louis Riel, Sir John A. Macdonald, Alexander Campbell, Will Jackson, and Joseph-Adolphe Chapleau. Give students time to research their choice.

Have a panel of student-journalists pose questions to these individuals concerning their views of the trial of Louis Riel and its likely consequences for Canada. Questions might include:

- What is your view of Louis Riel and his rebellion?
- Do you think Riel received a fair trial in Regina?
- Do you agree with the verdict?
- What do you think the government of Macdonald should do about Riel?
- If Riel is hanged, what consequences do you expect will follow from it?

GRADES 11–12

Lesson Focus
- English-French relations
- Aboriginal issues
- politics

Related Questions to Ask Students

Before Viewing

1. Why is treason against the government (the people of a nation) often considered a capital crime?
2. Why do you think that there was such a strong division of opinion in different parts of Canada about Louis Riel and his rebellions?
3. What are some of the advantages and disadvantages of a trial by jury in Canada?

During Viewing

1. Why was there considerable support for Riel in the North-West Territories following the defeat of his rebellion there in 1885?
2. Why did the federal government decide to hold Riel's trial in Regina, instead of in his native Manitoba?
3. Why did Riel's trial become such a sensation in Canada in 1885?

After Viewing

1. From today's perspective, could Riel's trial be considered fair?
2. Should Riel have followed the advice of his lawyers and given an insanity plea? Do you believe he was insane?
3. Why was Macdonald's decision to hang Riel fraught with serious consequences for Canada?

Activity 2

Materials
- Download Sheet 12

Considering Media
Ask students: How does televising famous trials (such as the O.J. Simpson case) affect public perceptions of the accused and the charges he or she faces? Do you think televising the results of the trial of Louis Riel would have affected the outcome of the trial? Justify your response.

Evaluating Political Alternatives from Different Historical Perspectives

Explain to students that, when analyzing historical events, they should think about the perspective of the people of the time, as well as the perspective of historians today, who have the benefit of knowing the results of those events.

Over a century after Riel's execution, we know the impact it would have on Canada's history. However, in 1885, no one could have been aware of this.

Have students analyze the alternatives available to the government of Prime Minister Macdonald after Riel's trial and conviction for high treason in 1885, using these questions (also available on Download Sheet 12) to help focus their inquiry:

1. Why did Macdonald decide to authorize Riel's execution?
2. What other possible course of action could he have taken? Why did he not do so?
3. Why did Riel's execution pose a difficult political dilemma for Macdonald's government?
4. Why did some of his senior Quebec ministers oppose his decision to allow Riel to be hanged?
5. Why was the decision to execute Riel so potentially divisive for Canadians?
6. Why did it present a serious political problem for Macdonald's government?
7. In your opinion, with your knowledge of the results of the Macdonald's decision, was it the right one to make?
8. From the perspective of Macdonald's own time, why was the decision to hang Riel probably the only one he could have made?

Lesson 29

The Rise of Sir Wilfrid Laurier

Sir Wilfrid Laurier

Episode 11: The Great Transformation
> The Sunny Way (12:25-19:34)

Lesson Focus
- leadership
- politics
- regional issues

CAPH, Vol. Two, book reference
Chapter 2: The Great Transformation, pages 55-59

Video Summary

Elected Canada's new prime minister in 1896, Wilfrid Laurier faced a political challenge in resolving the Manitoba Schools Question. With the eclipse of the francophone majority in Manitoba, the English Protestants abolished the use of French and the funding for Catholic Schools. Laurier achieved a compromise with Manitoba's Premier Greenway that allowed for French schools to exist where numbers warranted in a single public system. This compromise was not accepted in Quebec, although it soon became the model in Alberta, Saskatchewan, and Ontario.

GRADES 9–10

Related Questions to Ask Students

Before Viewing

1. What were the four founding provinces of Canada in 1867? What languages were represented in the four provinces?
2. What might a young aspiring politician have to consider if he or she has his or her sights set on becoming Canada's next prime minister?
3. How does the school system work in your province/territory? Should religion and language be considered when setting up a new school?

During Viewing

1. How did Emilie Lavergne and Zoe Lafontaine contribute to Wilfrid Laurier's success as a politician?
2. Why was Liberal MP Chubby Power impressed with Laurier's style?
3. What was the major issue surrounding the school system in Manitoba?

After Viewing

1. Laurier is credited with the comment that the 20th century belongs to Canada. What did he mean by this?
2. Was the compromise in Manitoba fair to both parties, the English and the French?
3. Would Laurier's relationship with Emilie Lavergne exist in the political climate of today?

Activity One

WebLinks
The Lives & Times of the Prime Ministers
http://primeministers.rogers.com
Canadian History with Brent Johner
www.canadahistory.about.com/aboutcanada

What Makes a Good Leader?

As a class, brainstorm a definition for the term *leadership*. Remind students that there are leaders in a variety of fields (sports, religion, business, and so on), not just in politics.

Divide the class into small working groups and have each group answer the following:

- **a** Identify 10 characteristics that make a great leader.
- **b** List five individuals who the group considers embody the characteristics they have identified.

Have one individual in each group write the list for class display. When every group has reported, discuss the commonalities and differences listed and have the students defend their list of leaders.

Display the quote, "Laurier was a great leader." Informally debate the quote.

Assessment Opportunity
Written Presentation, Assessment Download Sheet 5
Debate Sheet, Assessment Download Sheet 1

GRADES 11–12

Lesson Focus
- politics
- education

Related Questions to Ask Students

Before Viewing

1. How had Canada evolved politically, religiously, and linguistically from 1867 to 1896? Which provinces had joined Canada and in what order?
2. What kind of support does a politician need in order to become prime minister of Canada?
3. Why do you think school systems in Canada are a provincial responsibility?

During Viewing

1. How did Emilie Lavergne help Laurier evolve into a refined political leader of Canada?
2. What was Laurier's vision for Canada? How did it compare with that of Sir John A. Macdonald?
3. How did Laurier negotiate a compromise on the Manitoba Schools Question?

After Viewing

1. Does Laurier's vision of Canada at the beginning of the 20th century hold true for the beginning of the 21st century?
2. Should Emilie Lavergne receive credit for Laurier's political success?
3. What other options could Laurier have considered for the schooling situation in Manitoba?

Activity Two

Considering Media
Discuss with the students whether boundaries/limits need to be set for the media in terms of the reporting on the personal lives of our political leaders. How much does the public have the right to know?

Assessing the Manitoba Schools Compromise

Have students investigate what education looks like across Canada in the 21st century.

There are 13 jurisdictions responsible for the delivery of education in Canada. Assign each student one of the jurisdictions. (Two or three students will be researching each region.) For each region, have the students write a one-page summary based on the following questions:

- **a** What is the vision/mission statement?
- **b** What are the current issues in the educational system?
- **c** Which courses are emphasized for graduation?
- **d** Did the decision in 1896 in Manitoba affect the education system in the region you are researching?

Students should use the provincial and territorial education Web sites for current information.

Lesson 30

Voting Rights for Canadian Women

Nellie McClung

Episode 11: The Great Transformation
> Fight Fire with Fire (hr. 2, 1:00-8:36)

Video Summary

At the dawn of the 20th century, excessive alcohol consumption by men was having an effect on women and children. The Women's Christian Temperance Union (WCTU) accelerated its campaign for prohibition. A young Manitoba woman, Nellie Mooney, soon to be McClung, took on the challenge of educating the public about the evils of alcohol. She had the capacity to sway public opinion with her exceptional speaking talents and soon challenged Manitoba's Premier Rodmond Roblin by launching a campaign for women to get the right to vote. The 1915 Manitoba election saw T.C. Norris's Liberals defeat Roblin, and by January 1916, Manitoban women became the first Canadian women to have the right to vote.

GRADES 9–10

Lesson Focus
- politics
- social transformations
- personalities

Related Questions to Ask Students

Before Viewing

1. When do you think Canadian women were given the right to vote in federal elections?
2. Who were some of the women who helped get the right to vote?
3. What do the terms *franchise* and *prohibition* mean?

CAPH, Vol. Two, book reference
Chapter 2: The Great Transformation, pages 77-79

During Viewing

1. What attracted Nellie Mooney to Annie McClung?
2. What was the message of the Women's Christian Temperance Union?
3. What were the significant messages from the play, *A Women's Parliament*?

After Viewing

1. What strategies did Nellie McClung use successfully to get the message out about prohibition and the franchise?
2. Why might Australia and New Zealand have granted women the right to vote before Canada did?
3. What other groups in our society were disenfranchised during the 20th century?

Activity One

A Campaign for Prohibition

Have the students, individually or in small groups, create an information campaign for the WCTU. Information should include visual interpretations of the message, slogans, and reasons why the WCTU was opposed to alcohol consumption. Students may wish to create a poster, the medium that would have been used by the WCTU at the time, or they may wish to use other media to create their campaign.

Display students' presentations in the classroom. Encourage discussion about the effectiveness of the presentations. Interested students might research examples of events and personalities in their own province that deal with prohibition.

Considering Media
Encourage students to compare the posters they created with posters and other ads they see today for campaigns against drunk driving, drug use, and other societal issues. How are the messages similar? How are they different?

Assessment Opportunity
Media Presentation, Assessment Download Sheet 7

GRADES 11–12

Lesson Focus
- women's issues
- politics

Related Questions to Ask Students

Before Viewing

1. What do you think were some of the reasons why women didn't have the right to vote in the early 20th century?
2. How can a law be changed when the groups affected by the law are not represented in government?
3. What societal conditions might have existed just prior to the onset of World War I that might have inspired groups like the Women's Christian Temperance Union?

During Viewing

1. What was Manitoba Premier Sir Rodmond Roblin's position regarding women receiving the right to vote?
2. What skills did Nellie McClung use to share her message?
3. What was the premise of the play, *A Women's Parliament*?

After Viewing

1. Describe Nellie McClung's approach to being successful in her mission.
2. What happened in 1917 that allowed some women to vote in the federal election?
3. How does the issue of women's suffrage in Manitoba compare with the issue of women's suffrage as experienced in your own province at the time?

Activity Two

WebLink

Suffrage: The Women's Parliament
http://library.usask.ca/herstory/woparl.html

Living Memory: The First Century (Women Are Not Persons)
www.archives.ca/05/0509_e.html

Canada's Digital Collection
www.collections.ic.gc.ca/heirloom_series/volume6/76-77.htm

Theatre Review

Tell students that they will be acting as entertainment critic for the *Winnipeg Free Press*, Thursday, January 29, 1914.

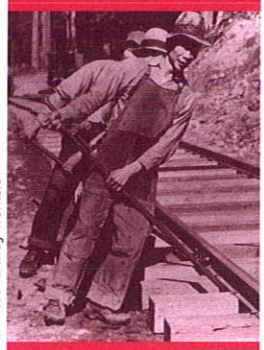
Have each student write, in role and in the time period, a detailed critique of the play, *A Women's Parliament*.

The critique should provide an overview of the satirical play as well as review the societal issues upon which the play is based. Some historical license can be taken with the review of the play, but not with the societal issues.

Students can share their critiques with partners or in small groups, or create and display final versions of their critiques in newspaper format.

Lesson 31

Gold Mountain



Chinese railway workers

Episode 11: The Great Transformation
> Gold Mountain (hr. 2, 14:47-22:11)

Lesson Focus
- immigration
- racism and discrimination

CAPH, Vol. Two, book reference
Chapter 2: The Great Transformation, pages 74-77

Video Summary

In the 1880s when the Canadian government and the Canadian Pacific Railway started to build the railway in British Columbia, they needed a cheap labour force. Thousands of Chinese men immigrated to Canada and found themselves building some of the most difficult and dangerous sections of the CPR. Chinese immigrants were not treated well—they faced prejudice and discrimination, and were paid lower wages than other workers. When the railway was complete, Chinese immigrants faced a government-imposed head tax, effectively preventing them from bringing their families to Canada. By the 1920s Chinese immigration was banned outright.

GRADES 9–10

Related Questions to Ask Students

Before Viewing

1. Identify reasons why immigration is important to Canada.
2. What do you take to be the meaning of Margaret Atwood's statement that we are all immigrants to this country?
3. How do immigrants change the country to which they immigrate? How has immigration influenced your community?

During Viewing

1. How many Chinese came to Canada in the 1880s? What job opportunities were available to them?
2. What types of jobs were available to the Chinese after the completion of the railway line?
3. What was Humiliation Day and why is this an appropriate name for it?

After Viewing

1. Identify three examples of racism shown in the video chapter.
2. Why did the Canadian government discriminate against the Chinese?
3. Do you think that evidence of racism by the Canadian government against immigrant groups exists today?

Activity 1

Assessment Opportunity
Written Presentation, Assessment Download Sheet 5

In My Opinion . . .

Have students assume the role of a Chinese immigrant (a worker, a worker's wife or child). Have them write a letter to the local newspaper editor regarding the prejudice and discrimination that they face daily. (Alternatively, students can write a letter, in role, to a family member.)

Students should include information about the contributions the Chinese have made to Canada, the hardships they have had to endure, their thoughts on the prejudices of other Canadians against the Chinese, and their thoughts on the state-sponsored discrimination they and their family have had to endure.

WebLinks
Across the Generations—History of the Chinese in Canada
http://collections.ic.gc.ca/generations
Living Memory: The First Century (Head Tax Certificate)
www.archives.ca/05/0509_e.html

GRADES 11–12

Lesson Focus
- immigration
- racism and discrimination

Related Questions to Ask Students

Before Viewing

1. Why do so many immigrants choose Canada as their new home?
2. Why does the Canadian government encourage immigration to Canada?
3. What are some of the misunderstandings that people hold about immigration and immigrants?

During Viewing

1. Identify the hardships that Chinese immigrants faced during and after the completion of the railway.
2. Explain why many Canadians harboured prejudice against Chinese immigrants and did not treat them well.
3. How did the Canadian government reinforce discrimination against Asian immigrants?

After Viewing Questions

1. How could the Canadian government justify the head tax and banning Chinese immigration?
2. Was the Canadian government responsible for state-sponsored racism or merely responding to public pressure?
3. Is there evidence of blatant discrimination by the government against any group in our contemporary society? Justify your answer.

Activity 2

About Gold Mountain

Assign the following activity to students:

Imagine that you are an immigrant railway worker in British Columbia. Write four journal entries that illustrate what life would have been like for you. Your journal entries should focus on the following periods:

Your journey to Canada by boat—imagine what your dreams, aspirations and expectations about your new life in Canada would be.

Assessment Opportunity
Written Presentation, Assessment Download Sheet 5

Your job as a railway worker—describe the hardships you endured and the camaraderie you would seek.

Your effort to find a job after the completion of the railway and your desperate attempt to bring your family to Canada.

Your thoughts and feelings about Humiliation Day.

Lesson 32

Canadian soldier, World War I

Episode 12: Ordeal by Fire
> Episode Beginning (4:21-14:37)

Lesson Focus
- patriotism
- world wars

CAPH, Vol. Two, book reference
Chapter 2: The Great Transformation, pages 91-94;
Chapter 3: Ordeal by Fire, pages 108-116

Not Going to War

Video Summary

When World War I began in 1914, many Canadians believed it would be a short, glorious, and victorious war for the Allies. Many young men who felt a deep loyalty to Canada and Britain volunteered readily to join the Allied war effort. Others joined for a job or for adventure. But not everyone was eager to go to war. Many French Canadians did not feel a loyalty toward Britain or France, and the army conducted its business in English. By 1917 the number of voluntary recruits had dwindled, and tensions between English and French Canadians escalated over Canada's commitment to increase the size of the Canadian army.

GRADES 9–10

Related Questions to Ask Students

Before Viewing

1. What is khaki? What does it represent?
2. Identify some of the wars Canada has been involved in during the 20th century.
3. What were some of the causes of World War I?

During Viewing

1. How does Frederick Varley describe the war?
2. What are some of the reasons that motivate young men to go to war?
3. Which group of Canadians enlisted in smaller numbers? Why?

After Viewing

1. Do you think French Canadians had good reasons for not enlisting? Do you think this was an example of disloyalty?
2. Why do you think that the Canadian government made it difficult for Aboriginal people, blacks, and immigrant Canadians to enlist and fight at the front?
3. Was the Canadian government justified in rounding up "enemy aliens" such as the Ukrainians and putting them in camps for the duration of the war?

Activity 1

Considering Media
Ask students what types of messages for armed forces recruiting they see today. How do those messages make them feel?

Your Country Needs You!

Have students assume the role of a Recruitment Marshal whose task it is to launch an effective publicity campaign to boost overall enlistment numbers. Students are to develop an enlistment pamphlet extolling the virtues of going to war. Remind students that their pamphlets should effectively communicate the reasons why young Canadian men should be enlisting to go to war. Remind students that an effective pamphlet should have:

- a catchy slogan
- background information as to why Canada needs to be involved in the war
- reasons why Canada needs more young men to enlist
- personal benefits that fighting this war will bring to the young soldier
- inspirational pictures of war and soldiers

Students can visit the Web site of the National Archives of Canada to view a World War I recruitment poster at www.archives.ca/05/05180203/051802030301_e.html. They can also find a poster on History Comes Alive at www.historycomesalive.ca/canadians/images/soldierpics.htm. Have them compare these recruitment posters with the pamphlets created in their classroom.

Assessment Opportunity
Written Presentation, Assessment Download Sheet 5

GRADES 11–12

Lesson Focus
- politics
- international issues

Related Questions to Ask Students

Before Viewing

1. Identify countries that have compulsory military service. Why do you think this is so?
2. Explain why Canada does not have compulsory military service.
3. Identify when, if ever, a country should force its citizens to do military service.

During Viewing

1. Where did many soldiers of the Canadian contingent actually come from? Why?
2. What reasons did Arthur Joseph Lapointe and Frank Maheux give for joining the Canadian forces?
3. Why were so many French Canadians reluctant to enlist?

After Viewing

1. When should a person feel compelled to enlist in a country's armed forces? Justify your answer.
2. Whose rights were restricted in Canada during World War I? Why?
3. Can a democratic government be justified in restricting human rights and freedoms in times of war? Justify your answer, using present-day examples, such as the invocation of The War Measures Act in 1970, and the aftermath of the September 11, 2001 terrorist attacks in the United States.

Activity 2

WebLinks

Canada and the First World War
www.archives.ca/05/0518_e.html

Canadian Military History Project
www.rootsweb.com/~canmil/ww1/index.html

Assessment Opportunity
Written Presentation, Assessment Download Sheet 5

Dear Editor

Have students research one of the following controversial issues that swirled around Ottawa and seized the interest of editorial pages across the country during World War I. Once they have understood the different sides of the issue, students should write a letter to the editor stating and defending their position on the issue. Their letter should include a brief summary of the issue as well as reasons for taking the stand they did on the issue.

- The Enemy Alien Act (1914)
- The War Measures Act
- The Military Voters Act (1917)
- The War Time Elections Act (1917)
- The Military Service Bill (1917)
- Regulation 17
- Labour Battalion #2 (admission of African Canadians to the Forces)

Lesson 33

Vimy Ridge

Canadian soldiers in the trenches

Episode 12: Ordeal by Fire
> The Battle of Vimy Ridge (40:20-47:10)

Video Summary

As Canadian soldiers prepared for the upcoming attack on Vimy Ridge, they were proud of their planning, their training, and their loyalty to their country. They wrote letters and journal entries—many knew they would not be coming back. Just as the victory at Vimy lifted Canadian spirits, the call for conscription, necessary because voluntary recruiting had dried up, divided and demoralized the country. Some francophones believed that conscription was aimed directly at them, as a punishment for less-than-enthusiastic support for the war. Many in English Canada were opposed as well, particularly farmers, non-British immigrants, and workers. To shore up support for conscription, Borden proposed a Union Government, which was established in October 1917. An election would soon be called to legitimize this new government.

GRADES 9–10

Lesson Focus
- military history
- military strategy

Related Questions to Ask Students

Before Viewing

1. Why do you think Canada provided such strong support for Britain and the war in 1914-15?
2. Why do you think Quebec provided less support than the rest of Canada to the British war effort?
3. Should Canada, which had no direct quarrel with Germany, have responded to Britain's call for support in the early part of the war? Why or why not?

CAPH, Vol. Two, book reference
Chapter 3: Ordeal by Fire, pages 108-116

During Viewing

1. What battle is said to have marked the "true beginning of the Canadian nation"?
2. What decision of Prime Minister Borden caused a deep division in Canada?
3. What was the Union Government?

After Viewing

1. How were the daily lives of Canadian soldiers in France different from their previous civilian lives?
2. Was Canada justified in answering the call of Britain to fight in the Great War?
3. Was conscription the right thing to do in 1917-18 considering the final outcome of the war both in Europe and at home in Canada? Why or why not?

Activity 1

WebLinks
Canadian Military History Project
www.rootsweb.com/~canmil/ww1/index.html
Veterans Affairs Canada
www.vac-acc.gc.ca

What Was It Like?

Have students research the life of Canadians involved in World War I. They might choose to investigate the life of a Canadian soldier at the front, including clothing, food, weapons, command structure, raids, trench art, training, and personal relationships; the life of a nurse at the front, including clothing, food, duties, job structure, and personal relationships; a war artist; or a war correspondent.

When they have completed their research, students should write a series of at least five diary entries or five consecutive letters to home describing daily life and at least one raid or battle from the point of view of the person researched.

Assessment Opportunity
Written Presentation, Assessment Download Sheet 5

Students might be interested in doing further research to learn how World War I, or any other major war, affected their own community.

GRADES 11–12

Lesson Focus
- military history

Related Questions to Ask Students

Before Viewing

1. What reasons would a person have to choose to enlist to fight in a war that one's country supports?
2. How would you feel if you were conscripted (drafted) into the army? Consider that in many countries all young men, or all people over 18, must serve for a time in their military.
3. Is there ever a good time to break a promise?

During Viewing

1. What accomplishments made the Canadian soldiers proud as a result of their efforts at Vimy?
2. Why does Sir Wilfrid Laurier believe that conscription has really been announced?
3. What does the Military Service Act require of Canadians?

After Viewing

1. Did Britain have a right to expect its former colonies to enter into the war at its request? Would Canada be so ready to follow today?
2. Discuss Borden's reversal on conscription and compare this with other Canadian political reversals (for example, Trudeau on wage and price controls, Chrétien on cancelling the GST, and so on).
3. Discuss the statement "No one wins in a war."

Activity Two

WebLink
A History of the Vote in Canada
www.unipissing.ca/department/history/histdem/canvote.htm

A Broken Promise

Explain to students that, early in the war, Prime Minister Borden had promised the Canadian public he would not invoke conscription. At that time voluntary recruiting was strong and the great losses of men in battle had not yet occurred. By 1917 losses were heavy and recruiting was dwindling.

Have students choose one of the following scenarios as a forum for debating the issue of conscription:

1. You are an employee of a Toronto newspaper or a writer for a Quebec City newspaper. Write a newspaper article either supporting or condemning conscription.
2. You are a pro-conscription candidate in an Ontario riding in the 1917 Union coalition. Write a speech to convince your constituents of the need for conscription.
3. You are a Liberal candidate in Quebec. Write a speech that will assure your constituents that a vote for you is a vote against conscription.

Assessment Opportunity
Written Presentation, Assessment Download Sheet 5

Considering Media
Both World War I and World War II are popular themes for mainstream movies. Have students discuss why they think this is so. Students can watch such movies as Saving Private Ryan, The Thin Red Line, and so on, and discuss how they think the film portrayal of such a major event might compare to the memories of those who lived through the event.

Lesson 34

Strikers, Winnipeg, 1919

Episode 12: Ordeal by Fire
> The Winnipeg General Strike (hr. 2, 22:00-33:17)

Lesson Focus
- labour issues
- social and economic reform
- violence in Canadian history

CAPH, Vol. Two, book reference
Chapter 3: Ordeal by Fire, pages 127-129

Confrontation at Winnipeg, 1919

Video Summary

Winnipeg was the flashpoint for labour militancy in Canada in 1919. Although big strikes occurred in other cities, it was the Winnipeg General Strike that demonstrated both the power of labour to paralyze a major urban centre, and the determination of all three levels of government—municipal, provincial, and federal—that working-class militancy had to be reigned in. This video chapter details that tumultuous time.

GRADES 9–10

Related Questions to Ask Students

Before Viewing

1. What are the main causes of strikes in Canada?
2. In what ways do the interests of workers and employers sometimes differ?
3. What kind of life do you think returning World War I veterans would have expected in peacetime Canada after the war ended in 1918?

During Viewing

1. What were the main reasons why many workers in Canada were angry in 1919?
2. What were the main demands of the organizers of the Winnipeg General Strike?
3. Why did the leaders of the strike think the strike was a good strategy for them to achieve their goals?

After Viewing

1. Do you think the federal government was justified in its crushing of the Winnipeg General Strike?
2. Was the strike the best way for workers in Winnipeg to achieve their aims?
3. What new kind of political movement did Fred Dixon and other strike leaders want to create in Canada?

Activity 1

Front Page News

Have students create the front page of a newspaper containing stories and opinion relating to the Winnipeg General Strike. Have some students create a newspaper that supports the aims and tactics of the strike leaders and their followers, and other students create one that opposes those aims and tactics.

Newspaper stories might include:

- reasons for the strike
- opinions of average citizens in Winnipeg
- tactics of the strike leaders
- peaceful and violent protest
- opposition to the strike from business leaders
- government measures against the strike
- profiles of major strike leaders
- experiences of Winnipeg residents during the strike, and so on

Display and discuss students' front pages in the classroom.

Assessment Opportunity
Written Presentation, Assessment Download Sheet 5
Media Presentation, Assessment Download Sheet 7

GRADES 11–12

Lesson Focus
- labour issues
- social and economic reform

Related Questions to Ask Students

Before Viewing

1. Why do strikes still occur in Canada today?
2. What do you know about the Russian Revolution of 1917 and its impact on other countries at the time it occurred?
3. What political party in Canada today does the organized labour movement support and why?

During Viewing

1. What was J.S. Woodsworth's view of the main reasons behind the Winnipeg General Strike?
2. Why did the government blame recent immigrants to Canada for provoking incidents of labour unrest like the Winnipeg General Strike?
3. Why did Fred Dixon want to see a new farmer-labour party emerge on the Canadian political scene?

After Viewing

1. Do you think the federal government's handling of the strike was appropriate?
2. Do you think the strike was a failure or an eventual victory for the labour movement in Canada?
3. Do you think the Winnipeg General Strike was an isolated incident or a sign of significant social and economic discontent in Canada at the time?

Activity 2

Materials
- Download Sheet 13

Comparing Historical Viewpoints

Have students discuss, compare, and contrast differing views of the causes of the Winnipeg General Strike, from participants and observers in 1919 and historians who have written about the event since it occurred.

The following questions (also available on Download Sheet 13) could help focus student inquiry:

1. What were the views of J.S. Woodsworth, Fred Dixon, Helen Armstrong, and Fred Gordienko of the reasons behind the strike? How did they differ from the position of business and government leaders at the time?
2. Why was there a split in opinion among returning World War I veterans over the strike?
3. Why was the Russian Revolution such an important event in world history at that time, and how did it influence people's views of the strike?
4. Why were issues of immigration and "enemy aliens" introduced during the strike, and what role did they play in shaping people's perceptions of its leaders?
5. Why did the federal government decide to use force to crush the strike, which had been mainly peaceful?
6. What charges did the government bring against the strike leaders, and with what result?
7. Find examples of two recent strikes in your province or community. Compare the causes, leaders, events, and outcomes of those strikes with those of the Winnipeg General Strike.

Considering Media
Have students research news coverage of current labour disputes in Canada, and compare and contrast that coverage with the treatment the Winnipeg General Strike was given by the media at that time (mainly newspapers).

Web Link
History of Canadian Automobile Workers
http://collections.ic.gc.ca/cau
Museum of Civilization
www.civilization.ca/hist/labour/lab01e.html

Assessment Opportunity
Reflecting on What You Have Seen, Assessment Download Sheet 4

Lesson 35

The Depression Takes Hold

Men riding the rails in search of work

Episode 13: Hard Times
> Descent into Chaos (10:06-17:43)

Lesson Focus
- socio-economic conditions
- political unrest
- regionalism

CAPH, Vol. Two, book reference
Chapter 4: Hard Times, pages 138-143, 146

Video Summary

This video chapter focuses on the effect of the Great Depression on Canada and its people. The Canadian economy was dependent on the export of raw materials such as wheat, lumber, and minerals, all of which saw foreign markets plummet after 1929. Manufacturing companies in Canada were forced to cut back on production and lay off workers because of the dramatic slump in demand for the goods they made. Unemployment skyrocketed. Young, single men, frequently in search of their first jobs after leaving school, were particularly affected. Many of them traveled across the country, hitching rides on railway freight cars, in what was all too often a vain search for work.

GRADES 9–10

Related Questions to Ask Students

Before Viewing

1. What do you know about the Great Depression (1929-39), in Canada?
2. What government programs exist today to assist people who have lost their jobs or who are living in poverty?
3. What problems would Canadian families living in poverty today face if such programs did not exist, or if such programs were reduced?

During Viewing

1. Why were young, unemployed Canadians travelling the country in search of jobs subjected to harsh treatment in some communities?
2. What psychological effects did the Great Depression have on Canadians, even those who were able to keep their jobs?
3. Why did Newfoundland abandon its self-governing position as a British colony during the Great Depression?

After Viewing

1. Many single, unemployed men travelled across Canada during the Depression looking for work. Was the treatment they received justified?
2. Do you think the relief voucher program was a sufficient response on the part of the federal government to the economic problems of the Depression?
3. Why did many Canadians fear for the survival of their democratic system of government as the Depression continued?

Activity 1

A Letter to the Prime Minister

During the Great Depression, many desperate Canadians wrote directly to Prime Minister Bennett, appealing to him for assistance. There were few other places they could turn at that time, since there were very few social welfare programs in place, and the need was great. Bennett, a millionaire, actually did answer many of these pleas for help, often enclosing a small amount of money in his reply.

Have students write a letter to Prime Minister Bennett, in role as Ronald Liversedge; James Gray; a single, unemployed Canadian man travelling across the country in search of work; or a mother with four children struggling to survive. The letter should contain details of the problems the writer is facing, along with an appeal to Bennett for help, based on the writer's understanding of Bennett's views about giving people "something for nothing."

Assessment Opportunity
Written Presentation, Assessment Download Sheet 5

You might wish to explain to students that Bennett, his government, and many wealthy Canadians thought it was unacceptable for people to get "something for nothing," and that, from the point of view of social assistance, Canada was very different in the 1930s from the way it is today.

GRADES 11–12

Lesson Focus
- economics
- political unrest
- regionalism

Related Questions to Ask Students

Before Viewing

1. What kinds of social welfare programs exist in Canada today to help those who find themselves without work, or living in poverty?
2. What kinds of social welfare programs do you think might have existed in Canada during the Great Depression?
3. What was the political status of Newfoundland before it joined Canada in 1949?

During Viewing

1. How would you describe the conditions Ronald Liversedge and other young, unemployed Canadian men faced during their cross-country trips in search of work during the Depression?
2. Why was Prime Minister R.B. Bennett unwilling to provide government funding for social welfare programs to help the unemployed during the Depression?
3. Why was the crowd that stormed the Newfoundland House of Assembly in 1932 so angry?

After Viewing

1. How do you think the economic difficulties Canadians faced during the Depression affected them psychologically, whether or not they had jobs?
2. Do you think that Bennett's unwillingness to use federal funds for social welfare programs can be compared to any government policies in Canada today?
3. Why was tuberculosis such a common disease among Canadians during the Depression? Why is it less common today?

Activity 2

Considering Media
Have students think about the way the media, especially television, covers social and economic issues such as poverty and unemployment today, and compare the coverage with the kind of coverage the media gave similar problems during the Great Depression of the 1930s (newspapers, movie newsreels, magazines, and so on).

You Are There

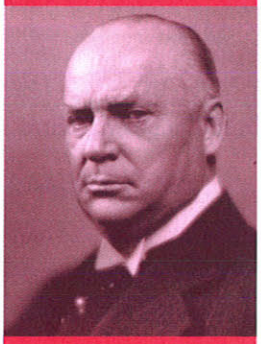
Have students prepare and present a dramatized account of life in Canada during the Great Depression, based on the information contained in the video chapter and other resources available to them. Possible resources include *The Wretched of Canada*, edited by Michael Bliss and Linda Grayson, and *The Winter Years* by James Gray.

Students should write a narrative script outlining the general situation Canadians were facing during this period, and focus on individuals like James Gray, Ronald Liversedge, Richard Squires, and Joey Smallwood for specific personal profiles of actual historical figures from that time.

Web link
Newfoundland and Labrador
www.heritage.nf.ca/home.html

Assessment Opportunity
Group Presentation, Assessment Download Sheet 2

Lesson 36



R.B. Bennett

Episode 13: Hard Times
> The Enemies Within (23:09-30:17)

Lesson focus
- political protest
- ideologies
- freedom of speech

CAPH, Vol. 2, book reference
Chapter 4: Hard Times, pages 143-158

Assessment Opportunity
Written Presentation, Assessment Download Sheet 5
Oral Presentation, Assessment Download Sheet 3

Political Protest in Canada during the Great Depression

Video Summary

During the Great Depression, some Canadians were so disillusioned with the traditional political parties that they began to turn to radical new alternatives for answers to the problems they faced. This video chapter details the rising support for both communism and fascism in Canada, and the response of Prime Minister R.B. Bennett's government to what it felt was the more serious threat of communism.

GRADES 9–10

Related Questions to Ask Students

Before Viewing

1. Give definitions for the terms *fascism* and *communism*.
2. With what historical periods do you associate these terms?
3. Why have extremist political movements rarely gained much support among Canadians?

During Viewing

1. What evidence was there that communism and fascism were gaining support in Canada during the Great Depression?
2. How did the government of Prime Minister Bennett respond to the rise in support for communism and for fascism?
3. Why were many foreign-born Canadians deported to their countries of origin during the Depression?

After Viewing

1. Do you think Bennett's government overreacted to the threat of communism in Canada during the Depression?
2. How did Bennett's treatment of communists differ from the way he handled the threat of fascism in Canada at this time?
3. Why were the relief camps Bennett set up ideal training schools for communist agitators?

Activity 1

Individual Biographical Profile

Have students prepare a brief biographical profile of one of the Depression-era political figures referred to in this video chapter: R.B. Bennett, Ronald Liversedge, Adrien Arcand, Bill Knight, Joseph Stalin, General Andrew McNaughton, William Whittaker, Joe Farr, or Tim Buck (leader of the Communist Party of Canada, not mentioned in the video).

The profile should explain the role this individual played in Canadian politics during the 1930s, and how his activities related to political and social protest movements that were gaining ground in Canada at this time. Books about the Great Depression or Web sites could be used as sources of information for this assignment.

Students might also research to learn about the role of communism and fascism in the 1930s in their province or community.

Lesson Focus
- political thought
- freedom of speech

Related Questions to Ask Students

Before Viewing

1. What do you understand by the terms *fascism* and *communism*?
2. Do you think these political ideas have ever found much support in Canada?
3. Why do you think some Canadians would have been unhappy with the main political parties during the Great Depression?

During Viewing

1. Why was Prime Minister Bennett more afraid of communists than of fascists in Canada during the Depression?
2. Why did both communism and fascism gain a following in Canada during this period?
3. What steps did the Bennett government take to try to deal with the communist threat? With what result?

After Viewing

1. Do you think the Bennett government's invocation of Section 98 of the Criminal Code to deport foreign-born radicals from Canada was an abuse of civil rights? Compare Bennett's actions to the suggestions and actions taken by today's government in the aftermath of the September 11, 2001, terrorist attack on the United States.
2. What is your reaction on learning that anti-Semitism, racism, and fascism once found strong support among some Canadians?
3. Why do you think many single, young, unemployed Canadian men during the Depression would have found the ideas of communism appealing?

Activity 2

Materials
- Download Sheet 14

Web Link
Canadian Museum of Civilization
www.civilization.ca/hist/labour/labv25e.html
Mapleleafweb
www.mapleleafweb.com
World Socialist Web Site
www.wsws.org

Assessment Opportunity
Reflecting on What You Have Seen, Assessment Download Sheet 4

Responding to History

Have students read each of the following statements from the video chapter. These statements are also available on Download Sheet 14. Provide students with some time to think about and respond personally to these statements, including how the statements make them feel. Then have students prepare a response to each statement, indicating what they think the statement means, how they react to it, how it relates to the historical themes dealt with in the video, and what they can learn from it about political unrest in Canada during the Great Depression.

a *"We know that throughout Canada this [communist] propaganda is being put forward by organizations from foreign lands that seek to destroy our institutions, and we ask that every man and woman put the iron heel of ruthlessness against a thing of that kind." — Prime Minister R.B. Bennett*

b *"Back in 1929 there were no Reds. Things were prosperous, everyone was well-fed. It is different today [1930s]. You talk about communists, the Communists in Canada were made by Bennett."*
— Bill Knight, Communist mayor of Blairmore, Alberta

c *"In their ragged platoons . . . are the prospective members of what [Karl] Marx called the 'industrial reserve army' — the storm troopers of the revolution" — General Andrew McNaughton*

d *"Jews are like cockroaches and bugs . . . Don't be fooled. There are many around. It is too bad we cannot exterminate them with insecticides."*
— Canadian Fascist leader Adrien Arcand

e *"We used the [relief] camps as schools. In those bunkhouses there were more men reading Marx, [V.I.] Lenin and Stalin than there were reading girlie magazines. The Tory government of R.B. Bennett had decided a role for the single unemployed—they were hidden away to become forgotten men, the forgotten generation. How naive of Mr. Bennett." — Ronald Liversedge*

Lesson 37

Jewish refugees

Episode 13: Hard Times
> Our Only Hope Is Canada
(hr. 2, 34:07-39:44)

Refusing Jewish Refugees

Video Summary

November 9, 1938 was the night of Kristallnacht (Night of Broken Glass) in Nazi Germany. Jewish shop windows were smashed, synagogues were burned, 20 000 Jews were arrested and many were severely beaten and killed. In the aftermath of the horrifying event, hundreds of thousands of German Jews tried to flee Germany. Many did not get far, as feelings of anti-Semitism prevented them from entering many countries.

This video chapter details Senator Cairine Wilson's fight to bring Jewish immigrants into Canada, and the major obstacle she faced in Frederick Blair, the architect of Canada's immigration policy at the time, who was immensely proud of his record of allowing in fewer Jews than any other country in the Commonwealth. Wilson faced another obstacle she did not know about—the secret, virulent anti-Semitism of Prime Minister King.

GRADES 9–10

Lesson Focus
- refugee issues
- systemic racism

Related Questions to Ask Students

Before Viewing

1. Who were the Nazis and what did they believe?
2. What are refugees? How are they different from immigrants?
3. Who would have been considered refugees from Germany and Europe during World War II?

CAPH, Vol. Two, book reference
Chapter 4: Hard Times, pages 168-184

During Viewing

1. What was *Kristallnacht*?
2. Who was Cairine Wilson and what was she promoting?
3. What was Prime Minister King's view of the Jews? What compromise does he agree to and how successful was this plan?

After Viewing

1. Why did Senator Cairine Wilson believe that Jewish refugees should be let into Canada?
2. Were Prime Minister King's actions motivated by public pressure or by personal prejudice against the Jews? Justify your answer.
3. Would you consider Cairine Wilson a hero? Why?

Activity 1

WebLinks
Jewish Virtual Library: SS St. Louis
www.us-israel.org/jsource/Holocaust/stlouis.html
Living Memory: The First Century (Diary of William Lyon Mackenzie King)
www.archives.ca/05/0509_e.html

In My Shoes

Have students research and analyze Canada's treatment of Jewish refugees during World War II by looking at the case of the S.S. *St. Louis*. Students should determine why the Canadian government would have denied the passengers entry into Canada, research Prime Minister King's diary entries during this period to locate his personal comments about the Jewish people, describe the treatment of the passengers on the *St. Louis*, and explain how the passengers must have felt after being denied entry into Canada.

Upon completing their research, students can work in pairs to create a dialogue between a Jewish refugee aboard the *St. Louis* or Cairine Wilson, and Prime Minister King or Frederick Blair. In their dialogue students should describe the frustrations, the fears and the hopes of Jewish refugees as well as defend the position of the Canadian government in denying them entry into Canada. Each pair should present its dialogue to the class.

Assessment Opportunity
Oral Presentation, Assessment Download Sheet 3

GRADES 11–12

Lesson Focus
- human rights

Related Questions to Ask Students

Before Viewing

1. Define human rights. Identify some human rights to which you believe all people are entitled.
2. Identify at least two historical events that violate human rights.
3. Identify two documents that define and protect fundamental rights of all people. Why are these documents important?

During Viewing

1. What was *Kristallnacht* and why did it occur?
2. Who was Cairine Wilson, and why should she be considered a defender of human rights?
3. What kinds of suspicions and prejudices existed toward the Jews in Canada?

After Viewing

1. In your opinion, was Prime Minister King a racist, or merely a pragmatic politician?
2. In your opinion should a country intervene in the internal affairs of another country when the issue involves human rights? If yes, what form(s) should this intervention take?
3. Should developed, democratic countries like Canada be held to a higher moral and ethical standard than other countries when it comes to accepting refugees? Explain your answer.

Activity 2

Considering Media
Ask students: What role, if any, do you think the media play in our knowledge of and responsibility to take action against genocide today?

For the Record

Have students undertake an Internet research project about human rights violations in the world and Canada's position on the issue. Student should look at a series of past genocidal atrocities and evaluate the role played by Canada in addressing, stopping, and preventing human rights violations. Some suggestions include:

- the case of the Jews and Roma (Gypsies) in Nazi Germany
- the case of the Kurds in Iraq
- the case of the Tutsis and Hutus in Rwanda and Burundi
- the case of the Bosnian Muslims or ethnic Albanians in the former Yugoslavia

Lesson 38

Canadian soldiers, Dieppe

Episode 14: The Crucible
> Dieppe (46:23-53:57)

Lesson Focus
- heroism
- military history

CAPH, Vol. Two, book reference
Chapter 5: A New World Order, pages 198-200

The Raid at Dieppe

Video Summary

This chapter focuses on the raid at Dieppe. In August 1942, almost 1000 Canadian soldiers were killed, and many more wounded or captured in this battle. As the Canadians approached the French shore, they were spotted by the Germans, and lost the element of surprise. The first regiment, the Royal Hamilton Light Infantry, landed and reached the town. Casualties were heavy, but the reserve regiment, Les Fusiliers Mont-Royal, was sent in. They moved against heavy fire, clawing their way toward Dieppe, only to be pushed back savagely. A pledge was made to return and avenge the fallen comrades.

GRADES 9–10

Related Questions to Ask Students

Before Viewing

1. How do you think the Canadian soldiers, who had been waiting in England for two years to finally go to war, would have felt once they heard about the planned raid on Dieppe?
2. Have you ever been afraid? If so, describe the feelings you experienced then.
3. Discuss the value of human life. What would you do to save someone else's life?

During Viewing

1. What was the code name of the operation to attack Dieppe?
2. How many times was Lt Col Menard of Les Fusiliers Mont-Royal shot on the day of the battle?
3. How many Canadians were killed, wounded or captured at the Battle of Dieppe?

After Viewing

1. What do you think makes soldiers go into battle and what appears to be certain death?
2. Medals for bravery are given to those who are seen in action. Those whose actions, though equally brave, are not seen, receive no medals. Discuss your opinion on the fairness of this practice.
3. Winners of gallantry awards are often very humble and try to minimize their actions of bravery. Why do you think they do this?

Activity 1

"What Price, Glory?"

Have students examine the acts of gallantry exhibited at Dieppe by Canadians on August 19, 1942. The following men won medals for Dieppe:

- Lt Col Charles Merritt VC (Victoria Cross), South Saskatchewan Regiment
- (Hon) Capt John Foote VC (Chaplain), Royal Hamilton Light Infantry
- Capt Denis Whitaker DSO (Distinguished Service Order), Royal Hamilton Light Infantry
- Lt Col Dollard Menard DSO, Les Fusiliers Mont-Royal
- RSM (Regimental Sergeant Major) Levesque DCM (Distinguished Conduct Medal), Les Fusiliers Mont-Royal

WebLinks

The Raid on Dieppe
www.vac-acc.gc.ca/general/sub.cfm?source=history/secondwar/canada2/dieppe

Veterans Affairs Canada
www.vac-acc.gc.ca

Dieppe Citations
http://cbc.ca/historys/highdownload.html

For each man listed above, students should identify the medals and describe the criteria for receiving each one, research the medal winners and describe the acts that led to their awards, and answer the questions that follow. Information about these men and their citations can be found at http://cbc.ca/historys/highdownload.html.

- What is bravery?
- What makes people perform acts of bravery?
- What is the value of recognizing bravery?
- What awards does Canada now have to recognize bravery?
- What awards can Canadians earn for civic efforts?

Students can also search for other medal recipients from this battle.

GRADES 11–12

Lesson Focus
- military history

Related Questions to Ask Students

Before Viewing

1. Describe a time when you learned a lesson from having made a mistake.
2. In planning a large event for the first time, is it possible to prepare for all eventualities? Explain your answer.
3. Consider crisis situations in world events today. How important is it to have a well-informed, decisive leader?

During Viewing

1. On what did the success of the Dieppe landing depend?
2. How effective was the Air and Naval bombardment prior to the landings of the Army?
3. Why did the commanding general choose to send the reinforcements into the battle?

After Viewing

1. After the disaster at Dieppe, Canadian newspapers declared that a success had been achieved. Why would newspapers misrepresent an event like this at that time?
2. How do you think the returning soldiers felt when they arrived safely back at home while many of their comrades had died or been captured?
3. General McNaughton declared that the soldiers killed, wounded and captured at Dieppe would "be avenged." Were they? Explain.

Activity 2

Considering Media
Have students discuss how television may affect strategy, opinion, and outcomes in war today.

Investigating Battle Plans

In groups, have students use electronic, print, and human resources to investigate several aspects of the plans, preparations and execution of the Raid on Dieppe on August 19, 1942. They should look into the following:

- intelligence
- stealth
- supply
- composition of land forces
- naval support
- air support
- leadership
- communications

Assessment Opportunity
Group Presentation, Assessment Download Sheet 2

Next, have the same groups investigate the same elements in the Canadian attack on Juno Beach, June 6, 1944, in Normandy.

When they have completed these parallel investigations, students can answer the question: To what extent did Canada learn from its mistakes at Dieppe?

Lesson 39

Tommy Douglas

Episode 14: The Crucible
> Of Elephants and Chickens (hr. 2, 18:11-25:39)

The CCF in the Canadian West

Video Summary

The decade of the 1930s challenged the world to examine its economic structures and political responses to a depression. Canada, like many other democratic nations, saw the rise of new political parties that were able to catch the attention of the common person. Saskatchewan, under the leadership of Tommy Douglas of the Co-operative Commonwealth Federation (CCF), sent a message to Ottawa in the early 1940s stating that the status quo was no longer acceptable. Douglas was not prepared to stand and watch average Canadians lose their lives because they were unable to afford decent medical care. He won the provincial election in 1944, demonstrating to the Liberals in Ottawa that the CCF was a new political force to be reckoned with. Ottawa heard the message, and the Liberal party platform began to include a new social order.

GRADES 9–10

Lesson Focus
- politics
- leadership
- social democracy

Related Questions to Ask Students

Before Viewing

1. Which political party now leads your provincial or territorial government?
2. What, in your opinion, are some of the social services that governments should pay for regardless of their political persuasion?
3. What images come to mind when you think of the decade of the 1930s?

CAPH, Vol. Two, book reference
Chapter 6: The Awakening, pages 244-245

During Viewing

1. What were Tommy Douglas's political beliefs?
2. Describe the story of Joseph Busch's family.
3. Identify groups in society who tried to stop Douglas and the CCF from winning the election in 1944.

After Viewing

1. What conditions on the prairies led to the rise of the CCF party?
2. Why might organizations be afraid of a Douglas victory in the provincial election?
3. How did the Liberal Party in Ottawa, led by Mackenzie King, change as a result of the 1944 victory of the CCF?

Activity 1

Creating a Political Campaign Poster

Have students design a political campaign poster, as though it were Saskatchewan in 1944, to entice the people of the province to vote for the newly created party, the Co-operative Commonwealth Federation.

Posters should include three slogans detailing the policies of the CCF, as well as a reference to the leader, Tommy Douglas.

Posters could be created in colour, by hand or on computer.

Assessment Opportunity
Media Presentation, Assessment Download Sheet 7

Interested students can also create a poster for a party opposed to the CCF, detailing the platforms that the party supports, and the CCF platforms it opposes.

GRADES 11–12

Lesson Focus
- politics
- leadership
- social democracy

Related Questions to Ask Students

Before Viewing
1. Which political parties in Canada support the notion of helping Canadians when they are in need?
2. If you became sick during the 1930s, how would you pay for your medical treatments?
3. Why might people have been dissatisfied with traditional political parties in the 1930s?

During Viewing
1. Describe the reference to the elephant and the chicken. What does it mean?
2. Why did Douglas promise the farmers protection from foreclosure? How did the land agents respond to this promise?
3. How did Prime Minister King react to the successful election of Tommy Douglas and the CCF Party in Saskatchewan?

After Viewing
1. Describe the difference between left-wing and right-wing social policies.
2. Why was Douglas so motivated to change the social structure of society?
3. In your opinion, what conditions existed that allowed the people of Saskatchewan to elect the first socialist government in Canadian history?

Activity 2

Considering Media
Assign the students a political leader at the local, provincial/territorial or national level. For one week, students should track the media coverage of this leader and then assess whether her or she is being portrayed fairly in the media. Students should determine whether Canadians are well served by the impressions that the media provide us of our political leaders.

Role Play the 1944 Election
Divide the class into groups of six. In each group, assign one of the following roles and have the students research their role.

- Tommy Douglas
- William Lyon Mackenzie King
- a land agent
- two farmers
- a newspaper owner
- a mother of a sick child

Have students use their researched information to write a short dialogue that clearly reflects the social and political conditions for these individuals during the 1944 election. Each participant in the play must deliver at least one line. Students may take some licence with the personalities involved but not with the actual history.

WebLinks
New Democrats—Saskatchewan
www.saskndp.com/history
Tommy Douglas: A Remarkable Canadian
www.sfn.saskatoon.sk.ca/business/cupe1975/burs5.html

Assessment Opportunity
Oral Presentation, Assessment Download Sheet 3

Lesson 40

William Lyon Mackenzie King

Episode 14: The Crucible
> The Diligent Tailor (hr. 2, 36:08-43:15)

Lesson Focus
- politics
- war

CAPH, Vol. Two, book reference
Chapter 5: A New World Order, pages 206-208

The Conscription Crisis

Video Summary

In 1944, Canadian forces had entered Holland. Fighting was heavy and there were many casualties. Minister of National Defence, Colonel J.L. Ralston, demanded that conscription be instituted for overseas service. Prime Minister William Lyon Mackenzie King, fearing a Cabinet revolt, forced Ralston to resign, appointed the popular, retired General McNaughton to replace him, and promised to increase voluntary enlistment and avoid conscription. But McNaughton failed, and, to prevent the breakup of his Cabinet, King agreed to conscription, sending 2400 conscripted men overseas.

GRADES 9–10

Related Questions to Ask Students

Before Viewing

1. What does *conscription* mean?
2. Why do you think Quebecers were less likely to support an "English" war overseas?
3. When is it acceptable to break a promise?

During Viewing

1. Why did Ralston support conscription?
2. What did McNaughton promise to do?
3. How many conscripted soldiers reached the front lines in Europe?

After Viewing

1. Why did King fear the problems associated with conscription?
2. Why did King become confident of success in the conscription crisis?
3. What risks do politicians face when they go back on their publicly stated word?

Activity 1

Investigating Political Promises

Explain to students that, earlier in the war, King sidestepped the conscription issue by allowing for conscription only for home defence. This act skirted the previous promise of "no conscription" with an acceptable compromise. By 1944, however, King needed those men overseas as well and finally decided to send them.

Have students investigate the issue of King's broken promise over conscription, and answer the question "Did King make the right decision when he instituted overseas conscription?"

Discuss the question in class. Have students search for other times when Canadian politicians have changed their minds on major issues (for example, Jean Chrétien and the GST).

GRADES 11–12

Lesson Focus
- politics
- war
- French-English relations

Related Questions to Ask Students

Before Viewing

1. Discuss the impact on a family of a husband or son being taken into the army unwillingly.
2. Have you ever been forced to do something you did not want to do? How did you feel? How well did you do whatever you were told to do?
3. Do you think a volunteer soldier might become a better soldier than one who was forced to be there? Why or why not?

During Viewing

1. Why did King believe that McNaughton could cause a significant increase in volunteer soldiers?
2. What did regional commanding officers threaten to do if conscription was not begun?
3. How important were the conscripted soldiers to the final outcome of the war?

After Viewing

1. Could the regional commanders who threatened resignation have been accused of committing a treasonous act?
2. André Laurendeau compared King to a tailor who darns and mends the fabric each day. Discuss this comparison and consider whether King was irreplaceable at that time.
3. Do you feel that people should be conscripted into foreign service for their country?

Activity 2

WebLink
Veterans Affairs Canada
www.vac-acc.gc.ca

Write a Position Paper

Have students prepare a position paper or an oral presentation answering the question: "In the final analysis, was conscription a valuable asset to the war effort?"

Students should consider the impact of conscription on Canada, particularly Quebec, and evaluate the impact of conscripted soldiers on the outcome of the war.

Assessment Opportunity
Oral Presentation, Assessment Download Sheet 3

Lesson 41

Joey Smallwood

Episode 15: Comfort and Fear
> From Sea to Sea (12:05-19:03)

Newfoundland Enters Confederation

Video Summary

Financially drained after World War II, Great Britain proposed that Newfoundland become independent. While many Newfoundlanders agreed, some, like Joseph Smallwood, supported Newfoundland's uniting with Canada. Many in Canada and Britain supported Smallwood's proposal, fearing U.S. control of Newfoundland. Newfoundlanders fought to preserve their way of life, despite the economic advantage that joining Canada could offer. The idea of Confederation divided Newfoundlanders, but, in the end, Confederation won by 7000 votes.

Newfoundland entered Confederation on March 31, 1949, with Joseph Smallwood as its first premier.

GRADES 9–10

Lesson Focus
- political leadership
- national unity

Related Questions to Ask Students

Before Viewing

1. How do you feel when new neighbours move in next door? What are the first things you do to interact with them?
2. Why would another country be interested in having a Canadian province join it?
3. Imagine that a majority of people in your province chose to leave Canada and join with another country. What kinds of concerns would you have about this new arrangement?

CAPH, Vol. Two, book reference
Chapter 5: A New World Order, pages 221-223

During Viewing

1. Why was Britain ready to restore Newfoundland's independence?
2. Who led the campaign to have Newfoundland join Canada?
3. What was the margin of victory in the final vote for Confederation?

After Viewing

1. Self-determination was the other main choice for Newfoundlanders. What reasons did many have to accept that choice?
2. What reasons might have been behind Canada's desire to accept Newfoundland into the Dominion?
3. Joseph Smallwood is often regarded as "the last father of Confederation." Discuss the reasons for this observation.

WebLinks

Newfoundland and Labrador Constitutional Documents
www.geocities.com/Yosemite/Rapids/3330/constitution/

Fathers of Confederation
www.hpedsb.on.ca/coll/Fathers/

The World at War
www.worldatwar.net/article/newfoundland/

An Appeal (Confederation Debate)
www.geocities.com/CapitolHill/Lobby/3091/joeappeal.html

Activity 1

A Position Paper on Newfoundland and Confederation

Explain to students that, in the 1860s, Frederick Carter and Ambrose Shea were the Newfoundland representatives at the Confederation conferences that led to the creation of Canada. They accepted the articles signed at Quebec in 1864, but were unable to convince Newfoundland to accept Confederation.

Over 80 years later, Joseph Smallwood presented Confederation as an option to Newfoundlanders. His efforts resulted in the creation of Canada's 10th province.

Have students examine the offers for Confederation from both eras (see WebLinks) and, in a position paper, compare and identify the reasons for Newfoundland's eventual acceptance of entry into the Dominion of Canada. Students should include in their discussion a reference to the effectiveness of the principals in each attempt.

Assessment Opportunity
Written Presentation, Assessment Download Sheet 5

GRADES 11–12

Lesson Focus
- national unity
- economics

Related Questions to Ask Students

Before Viewing

1. Describe how you feel when a trust has been betrayed.
2. Describe how you feel when a trust has been honoured.
3. In a close, contentious election, how do you think the losers might feel about the result? What might they do?

During Viewing

1. Why did Joseph Smallwood support Confederation?
2. Why did Canada want Newfoundland to join the Dominion?
3. Why did Fanny Fiander want to stop Newfoundland's entry into Canada?

After Viewing

1. Many Newfoundlanders have moved from that province to other parts of Canada. Why do you think they left?
2. Every new entry into Canada—immigrant, visitor, etc.—brings something that adds to Canadian society. Discuss how Newfoundland's entry into Canada has changed the fabric of Canadian society.
3. Most regions of Canada have groups who have reasons for separating from Canada (Western Canadians who feel alienated from Canada, Quebecers who support Quebec as a distinct society, and so on). Such people also exist in Newfoundland. What reasons do you think would fuel their desire to separate?

Activity 2

Political Cartoon

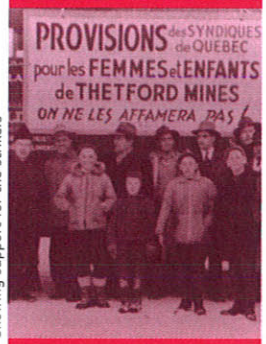
Have students investigate, online, the articles of Newfoundland's entry into the Dominion of Canada.

Next, ask students to investigate and evaluate the political, economic, and social state of the province of Newfoundland and Labrador today.

Finally, have them draw a political cartoon or write a poem to answer the question: Did Newfoundland become better off by joining Canada?

Assessment Opportunity
Media Presentation, Assessment Download Sheet 7

Lesson 42



Showing support for the strikers

Episode 15: Comfort and Fear
> "Refus Global" (19:03-26:21)

Lesson Focus
- worker's rights
- political leadership

CAPH, Vol. Two, book reference
Chapter 5: A New World Order, pages 216-218

The Asbestos Strike

Video Summary

This video chapter focuses on the labour strike that broke out in February of 1949. The strike was perhaps the best example of the underlying opposition to the Duplessis government's style of management. During that cold winter, 5000 miners in the towns of Asbestos and Thetford Mines, Quebec, walked off the job to protest low wages and dangerous working conditions at Johns Manville Mines, an American-owned corporation. The workers' actions challenged the province's union movement, the English-speaking management, the Duplessis government and the Catholic church to re-evaluate the plight of the province's working class.

GRADES 9–10

Related Questions to Ask Students

Before Viewing

1. What is a strike? What reasons do workers have to go on strike?
2. How are strikes resolved?
3. What is a reformer? What do reformers hope to accomplish? Give examples.

During Viewing

1. What did Paul Emile Borduas think of traditional Quebec society? What price did he pay for being so outspoken?
2. Where did the greatest challenge to Quebec's elite groups come from? Explain why.
3. What did Quebec Premier Duplessis think of the striking workers? Give examples to prove your point.

After Viewing

1. Why would Duplessis have supported American owners over French-Canadian workers?
2. Why was Archbishop Charbonneau sent to British Columbia? In your opinion why was he punished?
3. Should police have the right to fire upon unruly crowds who are breaking the law? On peaceful crowds who are not breaking the law? Explain.

Activity 1

A Talk Show Interview

In groups of seven, students will prepare a talk show interview where the subject will be the Asbestos Strike. Guests will include the following, and the seventh student will be the interviewer:

- Pierre Trudeau
- Maurice Duplessis
- Archbishop Charbonneau
- a striking miner
- an American company owner
- a police officer

Have students prepare a series of questions for the host to ask each guest. Group members should research each of the guests, and prepare answers to help share each guest's perspective on the strike.

Lesson Focus
- labour issues
- French-English relations

Related Questions to Ask Students

Before Viewing

1. What is a reformer? What steps will they take to accomplish their objectives? Give examples.
2. In what way can a labour union be seen as a movement for reform?

During Viewing

1. Why was Paul Emile Borduas against the ideas of traditional Quebec society?
2. Identify the grievances of the striking workers at Asbestos and Thetford Mines, Quebec.
3. What position did the church take regarding the strike? What was so significant about this position?
4. Describe Duplessis's management of the labour trouble. How effective was he as a leader?

After Viewing

1. What did the reformers in Quebec hope to accomplish?
2. Was Duplessis within his rights as an elected leader in dispatching police officers to protect strike-breakers hired by the company owners? Defend your answer.
3. In your opinion, why did many Quebec nationalists continue to support Duplessis in subsequent elections, given the Premier's clear preference for American company owners over French-Canadian workers in the Asbestos strike?

Activity 2

Materials
- Download Sheet 15

WebLink
Canadian Auto Workers' Union
www.web.net/caw/

Text Analysis

Provide each student with a copy of Download Sheet 15. Have students read the quotes, then answer the following:

1. Determine the bias or viewpoint of each author. What is the author's frame of reference and perspective?
2. How are these quotes a response to the stereotypes of traditional French-Canadian society?

Lesson 43

Maurice Richard

Episode 15: Comfort and Fear
> First Tremors (hr. 2, 1:02-8:18)

Lesson Focus
- social change

CAPH, Vol. Two, book reference
Chapter 6: The Awakening, pages 238-239

WebLinks
Maurice Richard
www.spelten.is.nl/MauriceRichard
The Official Web site of the Hockey Hall of Fame
www.hhof.com

Assessment Opportunity
Media Presentation, Assessment Download Sheet 7

The Montreal Riots

Video Summary

After the war, times really did change in Canada. Sports became a major focus for Canadians, with Montrealers' beloved Canadiens continuing their dominance in hockey. But in the playoffs of 1955, the Canadiens were expected to achieve the crowning glory without their star player when Maurice "Rocket" Richard was suspended for fighting in a previous game. Seven thousand angry fans rioted in the streets of Montreal. At the same time, young Canadians were thrilled by the arrival of Elvis Presley, who was challenging parents and teachers alike with his dynamic music and style.

GRADES 9–10

Related Questions to Ask Students

Before Viewing

1. What images come to mind when you think about the decade of the 1950s?
2. Are hockey players in the NHL considered role models and heroes?
3. How do people display public discontent when they are unhappy about an issue in society? What rights do such protestors have?

During Viewing

1. Who was Rocket Richard?
2. Why did Clarence Campbell suspend Richard?
3. Describe what happened to Louise Bowie.

After Viewing

1. Should professional athletic associations be able to suspend top players from the playoffs when the infraction occurred during the regular season?
2. Why did many parents and teachers fear Elvis Presley?
3. In your opinion, did Sister Saint-John of the Rosary handle the situation appropriately with Louise Bowie?

Activity 1

Visual Timeline

Have students research the Montreal Riots of 1955, through print or electronic sources. Have them pinpoint important events in the political and social arenas in Montreal that led up to the riots, and create a visual timeline to show at least five of those events, including the outbreak of the riots.

Encourage students to discuss the impact they think each event had on the outbreak of the riots.

GRADES 11–12

Lesson Focus
- social change

Related Questions to Ask Students

Before Viewing

1. What role did NHL hockey play during the 1950s in Canada?
2. Who were the most popular musicians of the 1950s?
3. Describe what you think the "rules" were at a typical high school during the 1950s.

During Viewing

1. Why did Clarence Campbell suspend Maurice Richard?
2. Why did the people of Montreal express their discontent with Campbell through a riot?
3. Describe Elvis Presley's opinion on the morals of teenagers.

After Viewing

1. Did Clarence Campbell make the right decision regarding Richard's behaviour on the ice?
2. How was society changing in the 1950s? Were teenagers different from the previous decades?
3. What role should schools play in the after-school life of their students? Explain.

Activity 2

Materials
- Download Sheet 16

Creating an Editorial Cartoon

Pose the following challenge to students.

Using both the Richard riots and Elvis's concert, design an editorial cartoon that demonstrates that the society of the 1950s was changing. Your image must demonstrate that societal order was being challenged and a new approach was coming. Your final version should be camera-ready.

Provide students with Download Sheet 16 and ask them to work in pairs to interpret one another's complete editorial cartoons.

Considering Media
Have students bring to class a copy of a recent editorial cartoon. Ask them to review the event that motivated the publication of the cartoon, and to discuss whether they think the cartoonist's message is reasonable.

Assessment Opportunity
Media Presentation, Assessment Download Sheet 7

Lesson 44

Jean Lesage

Episode 15: Comfort and Fear
> Time for Change (hr. 2, 25:26-31:59)

Lesson Focus
- English-French relations
- political leadership
- social change

CAPH, Vol. Two, book reference
Chapter 6: The Awakening, pages 241-244

Considering Media
Have students reflect on the importance of television as a new communications medium in Quebec during the 1950s and 1960s, and how it might have influenced public opinion of the various political leaders and parties.

Assessment Opportunity
Written Presentation, Assessment Download Sheet 5

Quebec under the Liberals, 1960

Video Summary

At the end of the 1950s Quebec was on the brink of momentous social and political change. The long rule of Conservative Premier Maurice Duplessis and his Union Nationale government was coming to an end, and a reform-minded Liberal Party under Jean Lesage was poised to assume power in the province. The Liberal victory in the 1960 provincial election signaled the beginning of Quebec's "quiet revolution," and nationalist sentiments grew as francophones prepared to become "masters in their own house."

GRADES 9–10

Related Questions to Ask Students

Before Viewing

1. What language do most people in the province of Quebec speak? How does this differ from the other provinces of Canada?
2. Why do you think many people in Quebec are concerned about preserving their language and culture?
3. Why do you think some people in Quebec want their province to become an independent country?

During Viewing

1. Who was Maurice Duplessis? Why was his death in 1959 such an important event in Quebec's political life?
2. How did many people in Quebec react to Duplessis's death?
3. Who was Jean Lesage? What major political victory did he win in 1960?

After Viewing

1. Why was the provincial election of 1960 such an important turning point in Quebec's political life?
2. Why was the formation of the RIN (Rassemblement pour l'indépendance nationale) in 1960 such an important event for Quebec and the rest of Canada?
3. Over what important issue did René Lévesque and Pierre Trudeau differ after the Quebec election of 1960? What was the basis for their disagreement?

Activity 1

Profile of a Political Leader

From the information provided in this chapter of the video, have students prepare and present a brief biographical profile of one of the Quebec political leaders portrayed in it, such as Maurice Duplessis, Jean Lesage, René Lévesque, Pierre Bourgault, or Pierre Trudeau. Student profiles should contain the following:

- background information on the leader
- the leader's role in Quebec's political life during the late 1950s and early 1960s
- the leader's main political beliefs
- the impact of the leader on Quebec politics

Lesson Focus
- English-French relations
- political leadership
- social change

Related Questions to Ask Students

Before Viewing

1. Why do many people in Quebec support the idea of sovereignty, or political independence of their province from Canada?
2. In what ways is Quebec different from other provinces of Canada?
3. What do you know about the importance of Pierre Trudeau or René Lévesque in Quebec and Canadian political life?

During Viewing

1. Why did the death of Maurice Duplessis in 1959 signal a major political shift in Quebec's political life?
2. What was the "Team of Thunder," and why was it an important part of the Quebec Liberals' strategy during the 1960 provincial election campaign?
3. What was the political goal of the RIN (Rassemblement pour l'indépendance nationale)?

After Viewing

1. Why do you think the period in Quebec's history following the election of 1960 is known as the "quiet revolution"?
2. How would the disagreement between René Lévesque and Pierre Trudeau over the nationalization of Quebec's private power companies influence subsequent relations between these two important political figures?
3. Why were many francophone Quebecers becoming more attracted to the idea of independence for their province at this time?

Activity 2

WebLinks
History of Quebec Nationalism
www.uni.ca/history.html
Quebec History — Quiet Revolution
www2.marianopolis.edu/quebechistory/events/quiet.htm

Assessment Opportunity
Reflecting on What You Have Seen, Assessment Download Sheet 4

Interpreting the Significance of a Historical Event

The Quebec provincial election of 1960 is considered to be a pivotal event in the history of that province, and even of Canada as a whole.

Have students analyze, discuss, and interpret the significance of this event, based on the information provided in this chapter of the video, and on research from the Internet and from print resources. Students should consider the following aspects of this event in their analysis, discussion, and interpretations:

- political and social background of Quebec during the 1950s
- the government of Maurice Duplessis and the Union Nationale
- the immediate post-Duplessis era (1959-60)
- reasons for the Liberals' growing popularity
- role of Jean Lesage, René Lévesque, and other figures in the Liberal victory
- rise of the Quebec independence movement
- political differences between René Lévesque and Pierre Trudeau
- impact of the 1960 election on Quebec and Canada's political life
- importance of Lévesque and Trudeau in subsequent Quebec and Canadian political history

Lesson 45

Africville, Nova Scotia

Episode 16: Years of Hope and Anger
> The Planners of Happiness (16:11-23:30)

Lesson Focus
- economics
- culture and heritage

CAPH, Vol. Two, book reference
Chapter 6: The Awakening, pages 251-253

Assessment Opportunity
Written Presentation, Assessment Download Sheet 5
Media Presentation, Assessment Download Sheet 7

Development and Displacement

Video Summary

Post-war Canadian society experienced a period of unprecedented growth and development. In 1949, after 100 years of negotiation, Canada and the United States finally concluded an agreement to construct the St. Lawrence Seaway, enhancing trade for both countries. Albertans celebrated their newfound wealth with the discovery of oil at Leduc. Mining operations sprang up across the Canadian Shield. But progress and development were accompanied by social upheaval. Across the country, communities were uprooted, often spelling the death of culture and heritage.

GRADES 9–10

Related Questions to Ask Students

Before Viewing

1. How are developed countries different from developing countries? (For example, how is Canada different from Haiti?)
2. What types of employment would most people in developed countries have? How is this different from those jobs found in the developing world?
3. What natural resources have contributed to the development of Canada?

During Viewing

1. Describe Premier Bennett's development plan for British Columbia.
2. Outline Joey Smallwood's plan for developing Newfoundland.
3. What was Africville and what was its fate?

After Viewing

1. Identify some of the reasons why Canadians from across the country were being forced off their land.
2. How did progress threaten many Canadians? What do you think have been the long-term results?
3. How did the government try to convince the people of Africville that redevelopment was in their best interest? What do you think might have been an alternative solution?

Activity 1

Sharing a Point of View through Media

Have students assume the role of one of the three groups showcased in the video.

In groups of two, students should write two letters to the editor of a newspaper of the time. One letter should support development that dislocates people, the other should oppose the dislocation of people in the name of progress and development. Remind students to include at least three arguments in each letter.

Interested students can include with their letters a political cartoon that captures the spirit of the letter.

Encourage students to read one another's work and to discuss the validity of the arguments presented by their classmates.

GRADES 11–12

Lesson Focus
- economics
- culture and heritage

Related Questions to Ask Students

Before Viewing
1. Define *development*. Define *progress*.
2. Give examples of developed countries. What makes these countries "developed"?
3. Give examples of how Canada has progressed in the last century.

During viewing
1. Outline Bennett's plan for the development of British Columbia.
2. Describe Smallwood's plan to transform the coastal communities of Newfoundland.
3. Why were the families of Africville relocated? What was their reaction?

After Viewing
1. What were some of the advantages to the development projects in B.C., Newfoundland and Halifax?
2. How did progress pose a threat to communities in Halifax, B.C. and Newfoundland?
3. Give examples of how these development plans stripped people of their dignity, sense of place, heritage and roots.

Activity 2

WebLinks
Africville: Urban Removal in Canada
www.hartford-hwp.com/archives/44/170.html

Assessment Opportunity
Group Presentation, Assessment Download Sheet 2

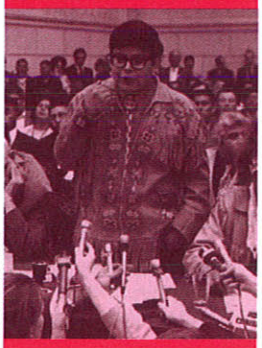
Town Hall Meeting
Divide the class into three groups: Halifax, Newfoundland and B.C.

One sub-group of students in each of the three groups is pro-development and one sub-group is anti-development. Have students research the economic, historical, political and cultural reasons for or against each of the development plans presented in the video.

When their research is complete, groups will present their case to the class, appealing for support.

At the end of each presentation, the rest of the class will vote to determine whether the development project should proceed, explaining the reasons for approval or denial.

Lesson 46



Harold Cardinal

Episode 16: Years of Hope and Anger
> Taking Back the Past (hr. 2, 8:01-15:13)

Trudeau and Aboriginal Rights

Video Summary

For many years, the people of Canada's First Nations had been the responsibility of the federal government under the Indian Act. Many lived in poverty, and had no input into their rights. The 1969 White Paper of the Trudeau government included plans to phase out Indian status but no indication of a response to calls from Aboriginal leaders to discuss past land and treaty claims before making changes to the Act. Aboriginal groups across Canada began to organize, forming a nationwide network that would lay the groundwork of the future Assembly of First Nations.

One of the leading members of this new Aboriginal rights movement was 24-year-old Harold Cardinal, the president of the Indian Association of Alberta. He led a grassroots protest to stop the federal government's closure of an Aboriginal school at Blue Quills, Alberta. After a lengthy standoff complete with demonstrations and sit-ins, the Aboriginals won their struggle. Aboriginal parents earned the right to manage and direct their own cultural schools. A new era had begun.

GRADES 9–10

Lesson Focus
- Aboriginal rights

Related Questions to Ask Students

Before Viewing

1. What is a reserve? Is there a reserve near your community? What is the purpose of a reserve?
2. Do you believe that all people who share a culture should live in the same place? What are the advantages? What are the disadvantages?
3. What do you believe a government owes to a people that it dislocates from its land?

CAPH, Vol. Two, book reference
Chapter 6: The Awakening, pages 263-266

During Viewing

1. What did the Indian Affairs project propose? What was the Aboriginal response to the proposal? Why?
2. What happened at the Blue Quills school?
3. Why did Aboriginal parents want control of the Blue Quills school?

After Viewing

1. Explain the objectives of the Trudeau government's proposal. What were the government's motives in presenting it?
2. Imagine that you are a leader of an Aboriginal Nation. Explain why you are suspicious of the government's proposal.

Activity 1

WebLinks
Assembly of First Nations
www.afn.ca
Canada's Aboriginal Digital Collections
http://aboriginalcollections.ic.gc.ca/e/index.html

Research Aboriginal Rights

Have students research the status of the First Nations in Canada today.

Students should use print and electronic sources to consider the following:

1. Who are the leading figures in the Aboriginal rights movement?
2. What is the name of the national organization that groups together Canada's Aboriginal peoples? Who is the current leader?
3. Who are some of the leading artists, athletes and prominent figures in the Aboriginal community?
4. What types of social problems face the Aboriginal peoples of Canada? How are they trying to solve these problems?
5. Why might Aboriginal communities face different problems from other communities in Canada?

GRADES 11–12

Lesson Focus
- Aboriginal rights

Related Questions to Ask Students

Before Viewing

1. Identify three famous Aboriginal Canadians. For what are they known?
2. Identify an event where Aboriginal Canadians struggled for their rights. What rights were they claiming?

During Viewing

1. What did Indian Affairs propose? What was the response of the First Nations?
2. What was the significance of Harold Cardinal's meeting with Prime Minister Pierre Trudeau?
3. What lessons did the Aboriginals draw from the closing of Blue Quills school?

After Viewing

1. What was so significant about the Aboriginal reaction to the closing of Blue Quills school?
2. In your opinion, what is the influence of the First Nations on the culture of the rest of Canada?

Activity 2

Materials
- Download Sheet 17

Considering Media
What role can various forms of media play in helping to maintain culture and heritage?

Assessment Opportunity
Debate Sheet, Assessment Download Sheet 1

Critical Thinking about Aboriginal Rights

Provide students with Download Sheet 17. Have them examine the quotations for bias and explain in their own words what the speakers meant, and in what context and frame of reference the speakers were speaking.

Allow students to discuss together the meanings of the quotations.

Finally, have pairs or groups of students, or the whole class, debate the following: Be it resolved that the Trudeau government should have raised the question of the abolition of the reserve system in Canada.

Lesson 47

FLQ leader Jacques Rose

Episode 16: Years of Hope and Anger
> October 1970 (hr. 2, 22:22-31:24)

The October Crisis

Video Summary

In the late 1960s in Quebec, a faction of separatists, the Front de libération du Québec (FLQ), opted for violence over democracy to promote its point of view. The FLQ bombed federal government buildings and mailboxes, and staged a number of bank robberies. In October 1970, the FLQ kidnapped James Cross, Montreal's British Trade Commissioner and issued a series of demands to effect his release. Prime Minister Trudeau agreed to one demand only, further angering the terrorists, who kidnapped Quebec Labour Minister Pierre Laporte. Trudeau invoked the War Measures Act, suspending civil liberties in the face of "an apprehended insurrection." Reacting to the Canadian government's firm hand, the FLQ murdered Laporte. Quebec public opinion, which had been up to this point in time somewhat sympathetic toward the terrorists, overwhelmingly condemned the murder. The RCMP located Cross, who was released when the kidnappers were given safe passage to Cuba. The October Crisis had come to an end.

GRADES 9–10

Lesson Focus
- civil liberties
- terrorism
- process of government

Related Questions to Ask Students

Before Viewing

1. What is terrorism? What are some examples of terrorism?
2. Why would someone perform an act of terrorism?

During Viewing

CAPH, Vol. Two, book reference
Chapter 6: The Awakening, pages 254-255; 270-274

1. What demands did the FLQ terrorists make of the Canadian government?
2. What was the early response of many Quebecers to the acts of the FLQ?
3. Describe the steps the Canadian government took to try to end the troubles.

After Viewing

1. Describe Lise Balcer's thoughts on Laporte's death. Was she justified in thinking this way?
2. How should governments deal with such acts of terrorism?
3. Was it appropriate for the Canadian government to impose the War Measures Act? Why? Would it have been an appropriate action following the terrorist attacks of September 11, 2001?

Activity 1

WebLinks
Canada's Parliament
www.parl.gc.ca/english/index.html
Politicx
www.politicx.com

Cabinet Discussion

In groups, students are to represent members of the federal Cabinet, including Prime Minister Pierre Trudeau, a Cabinet minister from Quebec, the West, Ontario, and the Atlantic provinces. Addressing the Cabinet will be two students in role as Robert Bourassa, Premier of Quebec, and Jean Drapeau, Mayor of Montreal, who are requesting that the Canadian government invoke the War Measures Act.

Each Cabinet member is to ask the two men their reasons for such a dramatic request of the federal government and ask specifically what authority these leaders would like to see the Canadian Government assume under this Act.

Instruct students that, as a Cabinet, they should discuss the pros and cons of sending in the troops and invoking the War Measures Act, and vote on whether or not to invoke the Act.

Assessment Opportunity
Group Presentation, Assessment Download Sheet 2
Oral Presentation, Assessment Download Sheet 3

GRADES 11–12

Lesson Focus
- civil liberties
- terrorism
- government

Related Questions to Ask Students

Before Viewing

1. How can citizens protest against their government? Give examples.
2. What forms of violence have been used in the past by people who oppose a particular government?

During Viewing

1. List three significant events tied to the Quebec provincial election of 1970.
2. Identify the reasons for the disagreement between the federal and provincial governments during the October Crisis.
3. What request did the Mayor of Montreal and the Premier of Quebec make of Prime Minister Trudeau?
4. What was the fate of the kidnapping victims? The FLQ terrorists?

After Viewing

1. Are laws such as the War Measures Act compatible with a democratic society?
2. What new laws were enacted in response to the terrorist attacks of September 11, 2001? Are these laws compatible with a democratic society?
3. How does terrorism affect daily life in your community?

Activity 2

Considering Media
The workings of Canada's Parliament are now televised. Have students discuss whether they think the presence of television cameras affects the way politicians act in Parliament, and explain their opinion.

Parliamentary Simulation

Divide students into four groups to represent the following political parties: Liberals, Conservatives, NDP, Créditistes. (Students may need to do some research to obtain background on the parties.) Students will role play a Cabinet discussion in which the Liberal government proposes invoking the War Measures Act, the Opposition parties debate it from their perspectives, all members hold a question period, and the Cabinet votes.

The Liberal government will first present the bill introducing the War Measures Act to the Province of Quebec and the capital city of Ottawa.

Each member of the government is to read a short speech congratulating the government on its initiative. Speeches should outline the desperate situation of Canadian citizens in Quebec and explain why this Act is justified. Each member should highlight a separate reason for justifying the War Measures Act.

The Conservatives and Créditistes should highlight the desperate situation in the country, and the need for law and order. However, their task is to point out the shortcomings and deficiencies in the government's handling of national security (e.g. why did the government allow the situation to escalate; why was the government unable to locate and arrest the terrorists, and so on.)

Assessment Opportunity
Group Presentation, Assessment Download Sheet 2
Oral Presentation, Assessment Download Sheet 3

The New Democratic Party members are opposed to the invocation of the War Measures Act. They need to point out reasons why this Act is not justified. They need to criticize the government's handling of the situation and provide alternative solutions for resolving the terrorist problem in Quebec.

After each opposition member speaks, he or she must ask two questions of the government, either to clarify the law or to justify the government's handling of the current crisis.

A question period should be held following the speeches, after which students should hold a parliamentary vote to determine whether or not the bill will pass.

Lesson 48

Bill Bennett

Episode 17: In an Uncertain World
> Solidarity (25:14-29:35)

Lesson Focus
- the labour movement
- government and politics
- economics

CAPH, Vol. Two, book reference
Chapter 6: The Awakening, pages 274-275

Considering Media
Have students reflect on and discuss how the media covers social and political confrontations between governments and specific interest groups in society, such as labour unions, environmental organizations, community associations, and others. To what extent do they think such media coverage serves to influence public opinion on these issues?

Assessment Opportunity
Group Presentation, Assessment Download Sheet 2
Oral Presentation, Assessment Download Sheet 3

Operation Solidarity

Video Summary

During the early 1980s, British Columbia was the scene of a major political clash between the labour movement and the province's Social Credit government. Premier Bill Bennett introduced major cuts in government spending, resulting in reductions in social programs and labour rights. In protest against these measures, labour and community movements organized the Solidarity coalition, which called a province-wide general strike in 1983. The confrontation between the B.C. government and the labour movement was a harbinger of future social and political conflicts in Canada and elsewhere in the Western world.

GRADES 9–10

Related Questions to Ask Students

Before Viewing

1. What do the terms *social welfare state*, *private enterprise*, *government social programs*, and *labour unions* mean to you?
2. State some examples of groups of people in society who are employed by various branches of government.
3. What does the term *solidarity* mean to you? How might it be applied to labour unions and their members?

During Viewing

1. What were the major political decisions B.C. Premier Bill Bennett's government made in the early 1980s?
2. What was the reaction of labour and community groups in B.C. to the government's measures?
3. What was the Solidarity movement, and what steps did it take in 1983 to protest the provincial government's policies?
4. What was the result of the Solidarity protest in B.C.?

After Viewing

1. What reasons did B.C. Premier Bill Bennett give for his government's decision to cut spending and limit labour union rights in 1983? Do you think these reasons were justified?
2. Do you think that labour unions and other groups in society should have the right to stage a general strike in protest against government policies? Why or why not?
3. Why were political leaders in other parts of Canada watching events in B.C. in 1983 very carefully?

Activity 1

Role Play

Based on the information provided in this chapter of the video, and on further research if necessary, have students prepare and present a role play dealing with the conflict between the B.C. provincial government and the Solidarity coalition in 1983. Students could assume one of the following roles, and may work in pairs or in small groups to complete their role play:

- B.C. Premier Bill Bennett
- Vancouver punk band DOA member
- Government employee Renate Shearer
- B.C. entrepreneur Jimmy Pattison
- Ontario Premier Frank Miller

GRADES 11–12

Lesson Focus
- labour issues
- government and politics
- economics

Related Questions to Ask Students

Before Viewing

1. Why have governments in Canada reduced spending on social programs in recent years?
2. What do you know about the significance of Ronald Reagan and Margaret Thatcher in the politics of the 1980s?
3. Why do labour unions and some other groups tend to oppose government policies that involve cuts to spending on social programs?

During Viewing

1. Why did B.C. Premier Bill Bennett believe his government had no choice but to cut spending and curb labour union rights in 1983?
2. Why did the Solidarity coalition in B.C. oppose Bennett and his government?
3. What impact did Bennett's policies have on governments and leaders in other parts of Canada?
4. How successful was Bennett in achieving his main political goals in 1983?

After Viewing

1. If you had been a B.C. resident in 1983, would you have supported or opposed the policies of Bill Bennett's provincial government? Why?
2. Why was the experience of public-sector protesters in Quebec particularly painful for them in the early 1980s?
3. In what respect did the events of the early 1980s in B.C. and other parts of Canada represent a turning point in the role government would henceforth play in society?

Activity 2

WebLinks

Canadian Labour History
www.oe987.mb.ca/newsletter/2000-08/article.html

Mapleleafweb
www.mapleleafweb.com

The Solidarity Strike of 1983
www.bctf.bc.ca/ezine/archive/2000-02/support/08solidaritystrike.html

Assessment Opportunity
Debate Sheet, Assessment Download Sheet 1

Debate

Based on the information provided in this chapter of the video, have students debate the following resolution in class: "Labour unions and other social groups should not have the right to stage a general strike in protest against government policies."

In preparation for the debate, students should consider the following issues:

- rights of citizens in a democratic society
- rights of elected governments to enact policies
- role of various interest groups in society (labour, business, community organizations, and so on)
- role of government in the economy
- limits of political and social protest

Lesson 49

Signing the Constitution

Episode 17
In an Uncertain World
> The Night of the Long Knives (29:35-39:19)

The Patriation of Canada's Constitution

Video Summary

Pierre Trudeau's political dream was to repatriate the Canadian Constitution from Britain, add a charter of rights and freedoms, and make Canada fully independent. Most of Canada's premiers opposed his plan, and, fearing a loss of provincial power, successfully challenged Trudeau in the Supreme Court. Together, Trudeau and the premiers began trying to achieve a compromise. Trudeau challenged the premiers to accept a repatriated constitution with a referendum on the charter and the amending formula if no consensus could be achieved. Quebec Premier René Lévesque agreed to the referendum, breaking ranks with the other premiers, and asking for language that allowed provinces who opted out of federally sponsored social programs to receive funding to run their own social programs.

Late one night, without Lévesque, the other premiers agreed to Trudeau's charter, adding a notwithstanding clause, which allowed provincial legislatures to override a court decision based on the charter for a period of up to five years, but dropping Lévesque's opting-out clause. Lévesque was not told of this last-minute change. The Constitution was repatriated in April 1982.

GRADES 9–10

Lesson Focus
- politics
- separatism

Related Questions to Ask Students

Before Viewing

1. What are the rights and privileges of a Canadian? Where are these rights and privileges written down?
2. What is a constitution? Why is it important?

CAPH, Vol. Two, book reference
Chapter 7: A Nation in Question, pages 290-298

During Viewing

1. Why was it important for Trudeau to bring home the Canadian Constitution?
2. Who was opposed to Trudeau's plan and what was the name of their group?
3. What was the "Night of the Long Knives"?

After Viewing

1. In your opinion, why did the English-speaking members of the Gang of Eight hammer out a deal without René Lévesque?
2. In your opinion, why did René Lévesque order the Quebec flag to be flown at half-staff when the Constitution was repatriated?

Activity

Materials
- Download Sheet 16

Political Cartoons

Have students create two political cartoons to present both the English-Canadian and French-Canadian view on the patriation of the Constitution.

Each cartoon should include a caption, and the messages of each cartoon must indicate the different sentiments of the two societies.

Encourage students to interpret one another's cartoons using the criteria on Download Sheet 16.

Assessment Opportunity
Media Presentation, Assessment Download Sheet 7

GRADES 11–12

Lesson Focus
- politics
- separatism

Related Questions to Ask Students

Before Viewing

1. Who was Pierre Trudeau, and what were some of his accomplishments?
2. What is a constitution? What elements make up a constitution?

During Viewing

1. Why did Trudeau wish to bring home the constitution?
2. Who were the Gang of Eight and why were they opposed to Trudeau's constitution?
3. Describe the relationship between Trudeau and the premiers. Describe the relationship between Trudeau and Lévesque.

After Viewing

1. In your opinion, why did Trudeau have to consult the provinces in patriating the Constitution?
2. In your opinion, is the "Night of the Long Knives" an appropriate term to describe the final negotiations that occurred?
3. What is the symbolism of the Quebec flag flying at half-staff upon official patriation of the Constitution?

Activity 2

WebLink
Canadian Constitutional Documents
www.solon.org/Constitutions/Canada/English

Assessment Opportunity
Written Presentation, Assessment Download Sheet 5

Where Do You Stand?

Have students research the positions of Alberta, Quebec, and Ontario on the 1982 Constitution.

Students should use their research to write an editorial praising or condemning the new Constitution from the perspective of each of the three provinces.

To offer students further insight into the effect of the patriation of the constitution on the province of Quebec, present them with the quotation below. Then have them research to find examples, since the 1982 patriation of the Constitution, that support Lévesque's quotation.

> *"In spite of the joyous outpourings of my colleagues, maybe second thoughts and future events will bring incalculable consequences."*
> *— René Lévesque*

Lesson 50

Brian Mulroney

Episode 17: In an Uncertain World
> Honour and Enthusiasm (hr. 2, 25:20-34:57)

Lesson Focus
- English-French relations
- federal-provincial relations
- Aboriginal issues
- government and politics

CAPH, Vol. Two, book reference
Chapter 7: A Nation in Question, pages 313-316

Considering Media
Have students discuss the impact that television images of the following events surrounding the failure of the Meech Lake Accord might have had on the views of Canadians at that time:
- French-only signs in Quebec
- trampling the Quebec flag in Brockville, Ontario
- Elijah Harper holding an eagle feather in opposition to the accord
- St-Jean Baptiste Day parade in Montreal after the failure of the Accord

The Meech Lake Accord

Video Summary

Canadians watched in anticipation in late June 1990 as the deadline for ratification of the Meech Lake Accord approached. The deal, negotiated between the provincial premiers and the federal government in 1987, was designed to bring Quebec into the Constitution by recognizing its status as a "distinct society" within Confederation. But many Canadians opposed the Accord for various reasons, and its failure to win ratification by the end of the three-year deadline meant the end of Prime Minister Mulroney's dream of healing the country's constitutional divisions. In Quebec, the rejection of Meech led to an upsurge in support for the sovereignist movement.

GRADES 9–10

Related Questions to Ask Students

Before Viewing

1. In 1982, Canada's Constitution was signed. Why do you think this might have been an important event in Canadian history?
2. What differences are there between Quebec and the other provinces of Canada?
3. Why do some people in Quebec support the idea that their province should become an independent country?

During Viewing

1. What was the main political goal of Brian Mulroney's government?
2. Why was the "distinct society" clause so important for Quebec? Why was it so strongly opposed in other parts of Canada?
3. In what ways did the debate over the Meech Lake Accord affect the group of students from Ontario who visited Quebec in June 1990?
4. Who were the two Canadians most responsible for the defeat of the Meech Lake Accord in 1990?

After Viewing

1. Why was there so much opposition to the Meech Lake Accord among different groups of Canadians?
2. What was the impact of the defeat of the Meech Lake Accord in Quebec?
3. How do you think Canadian history would have been different if the Meech Lake Accord was passed?

Activity 1

In My Opinion

Show students the video again. Have them watch closely the major players in the chapter and how they interact. Then explain that they will be assuming the roles of the following people referred to in the video:

- Brian Mulroney
- Pierre Trudeau
- Robert Bourassa
- Elijah Harper
- Mary Eberts
- Preston Manning (Reform Party leader)
- Karen Klein
- Clyde Wells
- Sonja Paquin

Assessment Opportunity
Oral Presentation, Assessment Download Sheet 3

Have students view the video again, this time focusing on the person whose role they are going to play.

In role, students should introduce themselves to the rest of the class, then present their statements on the Meech Lake Accord and explain the reasons why they either support or oppose it.

GRADES 11–12

Lesson Focus
- English-French relations
- federal-provincial relations
- Aboriginal issues
- government and politics

Related Questions to Ask Students

Before Viewing

1. What do you know about the Meech Lake Accord and the reasons why it was rejected in 1990?
2. Which province do you think refused to sign the Canadian Constitution when it was patriated in 1982?
3. Why has the future of Canada as a unified nation been such an important question during the past few decades?

During Viewing

1. Why was negotiating and ratifying the Meech Lake Accord an important goal for Brian Mulroney?
2. What were some of the main reasons why many Canadians opposed the Accord?
3. Why did many Quebecers think that the Accord was important for their future status within Canadian Confederation?
4. What roles did Elijah Harper and Clyde Wells play in the defeat of the Meech Lake Accord?

After Viewing

1. In what ways was the defeat of the Meech Lake Accord a significant event in recent Canadian history?
2. Do you think the Accord should have been passed? Why or why not?
3. Do you think Canada's history during the 1990s and beyond would have been different if the Accord had been accepted? Why or why not?

Activity 2

WebLinks
Canada's Political Channel
www.cpac.ca
The Lives and Times of the Prime Ministers
http://primeministers.rogers.com
The Solon Law Archive
www.solon.org

Evaluating the Importance of a Historical Event

Have your students research, using print and electronic sources, the impact that the defeat of the Meech Lake Accord had on Canada during the 1990s and beyond. Students should share and explain their opinions on whether Canada would have benefitted or suffered as a nation if the Accord had passed in 1990. Students' focus for research and discussion might include:

- **a** the rise in support for Quebec sovereignty after the defeat of the Accord
- **b** the rise of the Reform Party (now the Canadian Alliance) in Western Canada after the defeat of the Accord
- **c** how the defeat of the Accord undermined Brian Mulroney's government
- **d** how the debate over the Accord exposed anti-Quebec sentiment in other parts of Canada
- **e** why women's and Aboriginal groups were opposed to the Accord, and how their opposition helped defeat it
- **f** how the defeat of the Accord influenced the Charlottetown Accord and the constitutional referendum of 1992
- **g** Jean Chrétien's position on the Accord and how it influenced the 1993 federal election
- **h** the impact of the defeat of the Accord on the Quebec sovereignty referendum of 1995
- **i** the importance of Meech Lake in Canadian history in the early 21st century

Depth Perception: Critiquing *Canada: A People's History*

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Introduction

Since the earliest times, human beings have used images to depict the events in their lives. The prehistoric drawings on the cave walls of Lascaux in France are some of the earliest and most famous examples of human media. They are representations of the daily experiences and visions of the early humans who lived in the region between 12 000 and 17 000 years ago. From these mysterious drawings we can ascertain certain facts about their way of life—we know these people were hunters, we know what they hunted, and we know which animals existed in their environment at the time. Like all media, their paintings, to which some observers attribute abstract thinking and even spiritual qualities, document the history of a people and a culture. Their exact meaning is open to interpretation, but they do tell us a story. And like all stories, these visual "texts" have a context—pre-history as they knew it—long before time present, what we perceive as a civilized age. They also represent a definite viewpoint, that of the story-teller, *Homo sapiens sapiens*, also known as Cro-Magnon man.

All recorded history has a text, and a context in which that record was created. In addition, because we are an especially complex species, human history has many subtexts. Why do we leave traces of our lives for others to see? What are the forces that shape our vision of our experiences? What perspectives can those who read our histories gain from viewing our documents?

And who are the historians who tell our stories? What motivates them?

What specific skills and sources can they access and use to focus our attention on the past, while expanding our view? Why does an enlightened understanding of the process and product of the storyteller help us see the vista more clearly? What are our rights and responsibilities as consumers of historical representations?

The lessons that follow offer students some tools for understanding media—tools that allow them to view critically, interpret, and think critically about various forms of media and their messages—using *Canada: A People's History* as an example. To begin, here are some activities to help introduce students to a critical study of media.

"We take written history for granted and blandly assume that its commitment to truth and precision, its methods of research and proof, its implicit assumptions about the world, about the nature of man and of time, are permanent. But this assumption is wrong . . . if it is anything at all, history is the disciplined effort to dissect the past scientifically, that is to say, critically . . .
— David Hume

[Hume, a distinguished historian, offered his distinction between history and fable as a reliable criterion, an objective test for discriminating one type of narrative about the past from another."
— Peter Gay, The History of History, *Horizon Books]*

"Until the lions have their historians, tales of the hunted will always glorify the hunter."
— A popular saying used in particular by groups promoting African-American culture

Launching This Unit

Materials
- Depth Perception Download Sheet 18

Have students consider and discuss the following questions, as well as the questions on Depth Perception Download Sheet 1.

- What do you think this series means in terms of Canadian identity and being aware of Canadian history?
- The producers call this series a "staggering undertaking." What do you think this undertaking means for Canadian society in general? Do you think it is a staggering undertaking?
- What do you think will be the effects, both short-term and long-term, of this series?

You might also offer the following general issues for students to explore.

- *Canada: A People's History* is a media product with cultural implications and values (particularly for Canadians) and a television series that has important commercial implications. It was expensive (it had a budget of $25-million, less than one-fifth of an American film such as *The Patriot*), and it involved taking risks, as many people did not anticipate it would be the ratings draw it was.
- The mandate of the CBC as a national public broadcaster has always been to "show Canada to Canadians." This political reality had an impact on this series being produced.
- As consumers of media, we have the right and the responsibility to assess for ourselves the quality of the product, the integrity of the process and the product, and the credibility and validity of the information presented. We must ask ourselves how we determine if a media product is an honest, valid, and genuine expression of the themes and issues it purports to communicate. We must consider how we determine if the information presented is a factual record of real events, an interpretation of real events, or a specific point of view on real events intended as a basis for public discussion.

Lesson 1

Episode 10: Taking the West
> Season 2, Special Opening (00:00-4:50)

Objectives
- to stimulate interactive viewing
- to reveal the aesthetic values of good media productions
- to create an awareness of visual devices in television programming
- to assist viewers in assessing the depth of meaning in any media product
- to heighten awareness of various ways to perceive media messages

Interpreting the Interpretation

Interpreting Video

Preview Episode 10: Taking the West, Season 2, Special Opening. Cue the chapter at the first image again.

Divide the class into four groups. Explain that they will be viewing the preface to the second season of *Canada: A People's History*, from the episode called Taking the West, and that they will be taking notes.

Write the following key questions on the chalkboard:

- What do I see?
- What do I hear?
- What do I feel?
- What do I think is happening?

Assign one of the questions to each of the four groups. Each group is to watch the video and list the details that answer the question posed to the group. Group members should list the details they encounter, not their interpretations of the details. The first group will list visual details. The second group will list aural elements (the soundtrack, the narration, the music, the sound effects). The third group will focus on and list members' personal reactions to the material being seen and heard, attempting to monitor their emotions and any sensory experiences they have. The fourth group will note what is happening on-screen, what is happening off-screen (such as voice-overs, sound effects in the background, and so on), and what is happening in the classroom.

Show the chapter at least twice without making any comments. Pause between viewings to allow students to make notes. Then allow group members a few minutes to compare their findings.

Have each group choose a spokesperson who will report the general findings of each group. Again, remind students to give only a neutral, factual account, without interpretation.

Ask students the following:

- How do the elements noted by your group relate to, enhance, or support the elements identified by another group?
- When and why did you find yourself interpreting the sequence with all of your senses?
- Why do you think that the senses, the emotions, and cognition play key roles in the interaction between a viewer and a media product?
- How does a good media production encourage the viewer to maintain an effective balance of these human attributes?
- What were the key aesthetic techniques used in this sequence to intensify the experience for the viewers? Which techniques evoked emotions? Which techniques made you think?
- What are the values of these techniques to a production such as *Canada: A People's History*?

Materials
- Depth Perception Download Sheet 19

Assessment Opportunity
Media Critique, Assessment Download Sheet 6

Follow-up Activities

1 Distribute copies of Depth Perception Download Sheet 19 and have students read it. Play the video sequence. After the final viewing, allow students time to comment further on what they have seen, heard, felt, or thought during the viewing. Ask:

- What do you see, hear, or feel that you did not during the first viewings?
- What greater awareness do you have of this preface to Season 2 of *Canada: A People's History*?

2 Play the video with the image turned off. Ask students to focus on language and to list:

a language that is highly dramatic or visually evocative

b important factual information

c information that you consider speculative or open to interpretation

Have students share their lists with the class.

3 Choose a short sequence from this episode or another (about two minutes), or have students find their own. Have students view it intensely several times and take notes. Then have them translate the viewing experience into language, using Depth Perception Download Sheet 19 as a model. If you choose a single sequence for all students, you can post students' works and have them compare the perceptions and interpretations that result.

Lesson 2

The Art of the Critique

Objectives

- to create an understanding of and to practise critical analysis
- to create an understanding of and to practise critical viewing
- to encourage reading for meaning
- to use descriptive writing to reinforce key media study skills

Introducing the Concept

A critique is a specialized form of writing that analyzes, interprets, and evaluates a work of media (a book, a television show, a piece of art, and so on). A critique enlightens the reader about the nature of the work, its content, and its qualities. It answers the questions *who* and *what*, but most especially, *why*, *how*, and *how well*.

Written in standard essay format, the critique begins with an introduction that defines the subject, presents a point of view, defends and substantiates that point of view, and concludes with a general observation that is not a repetition of the introductory thesis, but rather gives the reader a new level of understanding of the work. It is important to note that a critique is not necessarily a negative judgment of the work. It is an assessment of the work that may be either positive or negative. Writing a critique requires useful and transferrable skills. One must be a keen observer, be open-minded yet discerning, be able to deepen one's perceptual capabilities, be able to reason, and be able to communicate a coherent point of view.

Materials

- Depth Perception Download Sheet 20
- Depth Perception Download Sheet 21

Writing a Critique of *Canada: A People's History*

Have students locate and bring to class examples of critiques such as film or music reviews, consumer reports, artistic commentaries, or journalistic editorials. Students can read their item to the class. When each reading is complete, note as a class what elements were included in the critique. After students have read several critiques, they can work together to generate a class list of the qualities and characteristics of a critique.

To complement students' own lists, you might wish to provide them with Depth Perception Download Sheet 20, Elements of the Critique.

Choose several chapters or an hour from a particular episode of *Canada: A People's History*, or have students choose their own. Ask them to watch the program actively and critically. They should take careful notes during viewing. While watching, they should also consider three crucial questions. Historically, what did happen? Historically, what did not happen? Historically, what might have happened?

Assessment Opportunity

Media Critique, Assessment Download Sheet 6

Provide students with Depth Perception Download Sheet 21, Questions to Ask When Writing a Critique. Have students write a 400- to 500-word critique of the episode to an audience of their choice, for example, peers, younger students, or a general viewing audience who would be watching prime-time television.

Post the critiques and have students compare their commentaries and their perceptions.

Lesson 3

The Nature of Bias

Episode 10: Taking the West
> Opening Vignette (5:16-13:10)

Objectives
- to clarify the nature of bias
- to reveal the implications of bias
- to show how language reveals and creates bias
- to demonstrate how defining bias can lead to a greater understanding of and appreciation for media products

Introducing the Concept

A bias is an opinion, point of view, inclination or preference. The word *bias* often has negative connotations, but everyone has a bias of some sort, shaped by his or her social, cultural and personal circumstances. While a bias can be positive or negative, it can inhibit a person's ability to make an impartial judgment. Most of those judgments are unintended and relatively harmless, but bias can often interfere with judgment and result in prejudicial attitudes, statements or actions. Lack of experience or direct knowledge of a situation is a bias in itself and may or may not lead to prejudice. All media products are created from particular points of view or biases, which can be identified as either negative or positive, based both on the experiences the producers bring to them and the meaning the consumers construe from them.

The following are some examples of biased statements:

- A positive bias: All students can learn.
- A negative bias: All teenagers are self-centred.
- A bias that is negative in its effect although it is stated in positive terms (well-meaning): gentle people, noble savages

Types of Negative Bias

Bias by Omission

A bias by omission defines a group according to a limited set of criteria while neglecting or suppressing facts, information, or qualities that give a more complete and accurate view. In this way, whole groups of people can be diminished or made invisible.

For example, even though Black Loyalists comprised 10 per cent of the total migration to Canada, they are not mentioned in many history texts.

Bias by Commission

Bias by commission draws attention to particular qualities for the purpose of defining and separating a group or individual. Identifying or exaggerating individual or cultural differences can stereotype or misrepresent that group or individual.

Hate literature is an extreme form of bias by commission. Ethnic jokes, whose purpose and effect is not to highlight human foibles but to separate and denigrate a particular group are also bias by commission.

Negative cultural, racial, gender, and other biases are often initially subtle and unintended.

Implicit Bias

Implicit bias can occur when material is presented from a narrow, restricted perspective, in the use of diminutive or pejorative names or descriptions used for individuals or groups of people, or in the use of stereotypical language.

For example, Friar Laurence's words to Romeo in Shakespeare's *Romeo and Juliet*—"Dry thy womanish tears"—reveal implicit bias. In large organizations, systemic bias can be implied in a number of ways. In businesses women may be given equal opportunity for advancement but may also hit what has been referred to as "the glass ceiling," because social attitudes for decades or centuries have assumed that leadership at the highest ranks is a masculine domain.

Explicit Bias

Explicit bias is the overt expression of a prejudiced view of events, individuals, and/or groups of people.

Apartheid as it was experienced in South Africa is an example.

When assessing materials for bias, it is particularly important to emphasize language items, inclusion or omission of information, implicit messages or attitudes, and the possible occurrence of erroneous information.

Identifying Bias

Have students view Episode 10: Taking the West, Opening Vignette.

Have the students identify bias in terms of:

- **a** the events described in this sequence
- **b** cultural differences
- **c** motivation
- **d** Sir John A. Macdonald's assessment and reaction to migration west
- **e** language items such as "heathen idol," "The apocalypse begins three years later," "It is an evil mixture," and "Dominion of Canada"

Assessment Opportunity
Reflecting on What You Have Seen, Assessment Download Sheet 4

Follow-up Activity

Have students review the following scenarios, then identify the biases in them. Ask them to describe the nature of the bias and to suggest the effect of the bias, if any.

- "Prior to the year 1793, and for some time subsequent to that date, the County of Middlesex was an unbroken wilderness, its solitude being only disturbed by the wild Indian, or an occasional Canadian trader, led thither in quest of furs which could be obtained from the Indians in exchange for beads and trinkets." — excerpt from "Historical Sketch of the County of Middlesex," in the *Illustrated Historical Atlas* (created "according to the Act of the Parliament of Canada 1878")
- When Ontario Premier Mike Harris announced a tax rebate, a television news program ran the story. As the newsreader listed those who would benefit from the rebate—single parents, low-income families, and the elderly—a brief video clip was shown to represent each group. When he mentioned "the elderly" the clip showed three women in a nursing home seated at a table doing crafts with the help of the institution's personnel.
- A commercial on television showed a husband and wife in their backyard setting up a garden hose and sprinkler. While the man is busy talking to the camera—he is depicted as being overly verbose—the wife quietly walks back and turns the water on. The man, who is holding the sprinkler, is suddenly covered with water.
- In a speech to an assembly, a popular student running for student government used a stereotypical ethnic accent (his own ethnic group) to tell a funny story about his grandfather who does not want him to end up working in a convenience store. The point of the "joke" seemed to be that it is expected the student could do better. The audience found the speech quite amusing.
- A morning announcement over the public address system took the form of a dialogue between two males. One asked the other if he was going to the girls' field hockey game. The latter replied that he was going to stay home to watch women's mud wrestling on television. The former replied that he should come to the game because it was the same thing.
- An elementary school held an evening Careers Night to which representatives of various professions were invited to meet and speak with parents and students. One parent, a skilled carpenter and owner of his own custom home building company, was disappointed to discover that although there were lawyers, doctors, dentists, accountants, and so on invited, there were no skilled tradespeople like himself invited to speak.

Lesson 4

Thesis-Building

Objectives

- to use media as a vehicle for encouraging conceptualization
- to create an awareness of how media productions can effectively present ideas, concepts, and reasoned points of view
- to emphasize the interdependence between producers and consumers of media

Materials

- Depth Perception Download Sheet 22

Assessment Opportunity

Reflecting on What You Have Seen, Assessment Download Sheet 4

Introducing the Concept

A thesis is a general idea or observation that an author formulates following research on a particular subject. The thesis is usually established at the beginning of the work and the author conducts an inquiry of the subject matter, taking the reader through a series of steps. In the process the thesis is examined, supported, and exemplified; the result is that the thesis is "proven." Theses can be difficult to prove or defend. A thesis is often inherent in other media such as television documentaries.

Investigating Thesis Statements

During production of *Canada: A People's History*, Executive Producer Mark Starowicz delivered a number of speeches relating to the series and wrote articles for publication. Have students examine each of the following quotes from his speeches or articles (also available on Depth Perception Download Sheet 22). Ask them to explain in their own words the thesis that is implied. How is the thesis examined or supported in the series? Is it proven? Do they agree with the thesis?

> *"Yes, there is a profound crisis in the teaching of history in Canada. . . . There is a crisis in the transmission of our society's memory. . . . Canadian society has had a stroke which has virtually eliminated long-term memory, leaving us with flickering short-term memory alone, our emotions buffeted by a sound bite, bewildered by a film clip, stampeded by a phone-in show or a pundit's column."*

> *"The problem is not American television. It's the relative absence of Canadian equivalents. This is not a problem of cultural colonialism. This is a problem of the failure of the body politic to give us choices. . . . Our communities, in all their diversity, are strangers to each other. . . . In the very midst of the thousand channel universe, in the borderless world, we have become more provincial than ever."*

> *"Canadian history has been considered dull, or at best a tepid story by many because it has no Napoleonic-scale wars or French Revolutions, and we have persuaded ourselves sometimes that we have an absence of history."*

> *"The experience of refuge is at the core of the Canadian identity. We are all children of a great displacement."*

> *"English Canada was born in the blink of an eye, historically speaking. It was not the result of a trickle of European migration, as most of us imagine today. It was the result of a titanic and catastrophic human crisis, which in the space of a quarter of a century, transformed this conquered French colony into a duality which would govern its destinies for centuries."*

Further Activities

Objectives
- to become critical thinkers about and critical viewers of media

1. Barbara Tuchman has been praised as a historian who has a "lucid style, narrative power, and [the ability to portray] the protagonists in world dramas as believable human beings." In describing the historian's "opportunity" in her book *Practicing History*, she says, "The [historian's] task is to provide both the matter to satisfy the public interest and those insights into the human condition without which any reading matter is vapid." Does *Canada: A People's History* accomplish this task?
2. Historiography is the study of how history is interpreted and recorded. Historians disagree greatly over why almost any event happened. For example, the "Laurentian School of Canadian History" proposes the theory that Canada developed from east to west because of the St. Lawrence, the Great Lakes, and the eventual transcontinental railway (the logical extension of the St. Lawrence Seaway). Research historiography and identify and explain different historical theories such as:
   - great men and great women, and their character
   - irresistible historical forces
   - challenges and crises in civilizations
   - old versus new ideas
   - the historical evolution of societies
   - history as myth-making
   - history as the unexpected and unpredictable
   - geography as the determinant factor in history
3. In your opinion, is the historian primarily a recorder or a thinker? What is the role of the historian in *Canada: A People's History*?
4. In his essay "The History of History," Peter Gay says that the 18th century philosopher-historians Voltaire, David Hume, and Edward Gibbon "brought to history the experience of literary men, an abiding passion for philosophy, and a love of culture." In your opinion, what is the role of passion, philosophy, and culture in the study of history? What is its role in *Canada: A People's History*?
5. Human beings have evolved in such a way as to have superior visual skills. Depth perception, for example, has been critical to us in our three-dimensional world. But, because our retinas only register images in two dimensions, we must interpret other physiological cues in order to perceive the third dimension. Research human perception, especially depth perception. How does perceiving physical phenomena, as well as historical detail and abstract thoughts, in depth, relate to *Canada: A People's History*?
6. Some historians, and other professionals in related fields, claim that emotionalism is essential to history. Holocaust museums, for example, preserve images and information that are rooted in the psyche, of Jewish people especially. In this way, they inhibit selective recall of events. In your opinion, how much emotionalism is contained in *Canada: A People's History*? Is it used in appropriate amounts and ways?
7. Your media resources department may have obtained the CBC production *Making History*, a documentary about the making of *Canada: A People's History*. Obtain and watch this program. Take notes during the viewing and identify five issues that you feel are important to understanding the process and the product of this media project.

Materials
- Depth Perception Download Sheet 23

8. Complete an analysis of the Web site for *Canada: A People's History*, using the information and discussion questions on Depth Perception Download Sheet 23.

Additional Materials

Teacher Resource Package website URL:

www.cbc.ca/history

(On the home page, look for **Teacher Resources**
and then **Educational resources for High School Teachers**)

Additional Resources

Using the Additional Resources

CBC Non-Broadcast Sales is pleased to have provided, in the prior sections, complete instructional plans to allow you to fully maximize your usage of *Canada: A People's History* in your classroom. The Lesson Plans provide opportunities for your students to learn and understand our past and what it means to be Canadian.

To provide you with a flexible and current resource for your classroom, the CBC has also created a dedicated Web site for this exciting project.

Teacher Resource Package website

Visit the Canada: A People's History website – www.cbc.ca/history – look for **Teacher Resources** and then **Educational resources for High School Teachers**:

Curriculum Correlations

Click on your province/territory or region to see your specific correlation.

Backgrounders

For each Lesson Plan, we have provided some information that you may want to access to assist you in the preparation of your class activity. This "backgrounder" provides additional information on the historical, geographic, and cultural elements that surround the video chapter chosen and the Lesson Plan provided. You may want to share some of this information with your class.

Teacher Resource Package Downloads:

Download the following resources at www.cbc.ca/history/downloads10to12.html

Download Sheets

For the Lesson Plans, we have created Download Sheets that are directly linked to the suggested teaching plans. Some of the Sheets are necessary to complete activities; some will simply save you time in class preparation. Print the Download Sheets from the Web site for use with the class and store your copy in this binder for future use. Our site will be updated to include new plans as teachers suggest other uses of *Canada: A People's History*.

Research Resources

Students can access research resources, such as maps and military citations, in this section of the Web site. References to specific resources are indicated in the relevant Lesson Plans.

Assessment Rubrics

Our writers have suggested a variety of activities that will engage the students in a number of tasks. We have provided rubrics for such key task as writing assignments, oral presentations, research projects, and so on.

For the Librarian – MARC Records

To assist in cataloguing the *Canada: A People's History* video series and this Teacher Resource Package for your library, MARC records are available on the Web site.

More to Explore

And finally, in this section of the Teacher Resource Package you will find More to Explore. The Lesson Plans provided in the Teacher Resource Package cover core expectations in history, geography, and civics through the use of one or two video chapters. Other video chapters also provide teaching points to cover the curriculum. More to Explore offers suggestions for the uses of these additional video chapters.

Lesson Plan Download Sheets, Year One

Lesson	Download Sheet Title	Subject	Downloaded
Lesson 1	Download Sheet 1	Beothuk Quotations	❑
Lesson 3	Download Sheet 2	Oral History and the Archeological Record	❑
Lesson 4	Download Sheet 3	Map of Newfoundland	❑
Lesson 4	Download Sheet 4	Newfoundland Quotations	❑
Lesson 6	Download Sheet 5	Francis Parkman Quotation	❑
Lesson 11	Download Sheet 6	Pontiac Quotation	❑
Lesson 14	Download Sheet 7	World Map	❑
Lesson 14	Download Sheet 8	Map of North America	❑
Lesson 14	Download Sheet 9	Loyalist Quotations	❑
Lesson 15	Download Sheet 10	Map of Canada	❑
Lesson 16	Download Sheet 11	Daniel Harmon Quotations	❑

Lesson Plan Download Sheets, Year Two

Lesson	Download Sheet Title	Subject	Downloaded
Lesson 28	Download Sheet 12	Louis Riel Questions	❑
Lesson 34	Download Sheet 13	Winnipeg General Strike Questions	❑
Lesson 36	Download Sheet 14	Quotations about Communism	❑
Lesson 42	Download Sheet 15	Asbestos Strike Quotations	❑
Lesson 43	Download Sheet 16	Editorial Cartoon Interpretation	❑
Lesson 46	Download Sheet 17	Aboriginal Rights Quotations	❑
Lesson 49	Download Sheet 16	Editorial Cartoon Interpretation	❑

Depth Perception Download Sheets

Topic	Download Sheet Title		Downloaded
Introduction	Download Sheet 18	General Questions for Discussion	❑
Lesson 1	Download Sheet 19	Interpretive Viewing	❑
Lesson 2	Download Sheet 20	Elements of a Critique	❑
Lesson 2	Download Sheet 21	Questions to Ask When Writing a Critique	❑
Lesson 4	Download Sheet 22	Thesis Statements	❑
Further Activities	Download Sheet 23	Web Site Analysis	❑

Generic Assessment Rubrics

Topic	Download Sheet Title	Downloaded
Debate Sheet	Assessment Download Sheet 1	❑
Group Presentation	Assessment Download Sheet 2	❑
Oral Presentation	Assessment Download Sheet 3	❑
Reflecting on What You Have Seen	Assessment Download Sheet 4	❑
Written Presentation	Assessment Download Sheet 5	❑
Media Critique	Assessment Download Sheet 6	❑
Media Presentation	Assessment Download Sheet 7	❑

Downloadable MARC Records

MARC Records	Downloaded
Canada: A People's History Video Series	❑
Grades 10–12 Teacher Resource Package	❑

More to Explore

Canada: A People's History is a rich visual resource that provides numerous opportunities to provide visual context in the classroom and allows students to explore the history of Canada. In the Lesson Plan section of this Teacher Resource Package, each two-hour episode is supported by three Lesson Plans and each one-hour episode is supported by two Lesson Plans. The Lesson Plans reflect requirements of regional and provincial curriculum documents to ensure that you are provided with the most beneficial video chapters and activities to deliver your curriculum expectations.

Because the series, in its entirety, provides many more opportunities than those contained in the Lesson Plans, you will undoubtedly wish to integrate other video chapters into your classroom. To accommodate this expanded use of the videos, More to Explore identifies additional video chapters for each episode of the series that will add value to your classroom. The video chapters chosen for More to Explore:

- provide a complete story line
- require minimal set up or explanation beyond the video summary provided
- recognize classroom time restrictions, running no longer than 15-20 minutes
- deliver valuable content to serve as a launching point for an educational lesson linked to curriculum expectations.

To facilitate classroom use of this section, each of the video chapters is supported by a brief summary of the content and the video time code reference. Each selected video chapter is further supplemented by a brief indicator of the types of activities you may wish to consider doing in your classroom, and perhaps expanding into lesson plans based on your students' interests and your goals and expectations for your course of study.

Episode 1: When the World Began

> Women and Men (19:24-23:27)
> Visionquest (23:27-27:26)

Video Summary

All peoples create stories to explain the world around them. The Aboriginal peoples in North America had no written histories until after the arrival of the European writing systems. They shared oral stories, music, and dance to pass their legends down through countless generations. These stories helped teach listeners about their past, their customs, and how to survive in the world.

Activity Starters

- Use these video chapters to discuss oral traditions and the importance of music and dance.
- Have students research the traditions and oral stories of their own families.
- Use these video chapters to demonstrate the tools of a historian and how historians reconstruct history in the absence of written documentation.

> Running Across the Sky (27:26-32:12)

Video Summary

The Inuit came to North America after the arrival of earlier inhabitants. This chapter tells of the harsh conditions they faced in the Arctic, the Inuit use of the scarce resources of the North, and how those resources influenced Inuit culture and stories.

Activity Starters

- Have students analyze the Inuit use of resources (how they gathered food, created shelter, and so on).
- Have students research the various theories of how the First Peoples arrived in North America.
- Have students analyze relationships that exist between cultural development and the influence of the environment.

> Northwest Passage (hr. 2, 27:24-33:33)

Video Summary

This chapter recounts the voyages of Henry Hudson and his expedition's search for the Northwest Passage in 1610. Not all exploratory expeditions resulted in success, and this segment dramatizes the difficulties of such an expedition, including the tensions and problems that arose among an expedition's members.

Activity Starters

- Have students map Hudson's routes.
- Have students analyze the weather patterns of the areas Hudson explored.
- Debate the issue of obedience to a leader versus survival in a dangerous situation.

> New Lands (hr. 2, 2:46-9:39)
> The Land God Gave To Cain (hr. 2, 9:38-15:18)
> Hochelaga (hr. 2, 15:18-24:18)

Video Summary

These video chapters describe the arrival of the Europeans in North America, as told from the Aboriginal perspective. They tell of the electrifying moments of first contact between these two worlds, the North American and the European, through the story of Jacques Cartier and Donnacona, the Iroquoian chief he meets on the Gaspé shore and later kidnaps.

Activity Starters

- Have students map the routes of various expeditions.
- Have students analyze European and Aboriginal perspectives of first contact in the video chapters, through written assignments or debates.
- Have students write a story that places them in the time of the video.

Episode 2: Adventurers and Mystics

> A Holy City in the Wilderness (hr. 2, 7:26-14:44)

Video Summary

This chapter recounts the story of the first female missionaries to North America and is drawn from the letters that Marie de l'Incarnation sent back to France over her 33 years in North America. It focuses on the attempt to establish Montreal as a Holy City.

Activity Starters

- Students can research the founding and history of Montreal, as well as the relationship between the Church and the early leaders of New France.
- Have students write an analysis of the role of women in founding the new colony.
- Have students discuss and analyze what it was like to live in 1640.

> The Daughters of the King (hr. 2, 34:00-42:59)

Video Summary

The tiny settlements of New France lived precariously in North America in the mid 17th century. The English settlements to the south were expanding very rapidly. In Europe, England and France were locked in a power struggle for control of world trade. This chapter introduces Jean Talon, the new *Intendant* of New France, and his plans to expand the economic base of the colony via settlement, including bringing women to New France to populate the colony.

Activity Starters

- Have students write diary entries imagining what it was like to arrive in a new colony and discussing why a person might leave France.
- Students can do an economic analysis of New France at the time. How much of New France was dependent on the fur trade? How does a country expand a settlement? What are the economic implications of permanent settlers?

Episode 3: Claiming the Wilderness

> Episode Beginning (4:17-12:40)
> The First Colonial War (12:40-21:29)

Video Summary

Encouraged by the search for furs of higher quality, the traders and adventurers of New France continued their exploration of the Canadian interior toward the west and the south. These video chapters trace the history of Louis Buade, Comte de Frontenac, governor of the colony, and his associate, René-Robert Cavelier de la Salle who, despite the orders from King Louis XIV prohibiting the expansion of the colony's frontiers, established trading posts right to the Gulf of Mexico.

Activity Starters

- Students can map and analyze the expansion drives of both the French and the English colonies.
- Have students research what would have been involved in exploration at the time, what planning needed to be done before setting out, what supplies were needed, and so on.

> The Great Peace (21:29-27:12)

Video Summary

New France has had a difficult time. War and disease have impacted both the European and the Aboriginal inhabitants. Relationships between the two groups are strained. This chapter chronicles the peace negotiations between the Huron chief, Kondiaronk of Michilimackinac, and Governor Louis-Hector de Callière at the beginning of the 18th century.

Activity Starters

- Have students research the impact, both positive and negative, that the Europeans had on the Aboriginal people.
- Students can prepare "position papers" and negotiating lists, from both the European and Aboriginal perspectives, as the groups prepare to enter into peace negotiations. Students can expand this activity by role-playing the peace discussions.

Episode 4: Battle for a Continent

> Episode Beginning (4:05-9:23)
> The Governor and the General (9:23-14:39)

Video Summary

These video chapters look at the events leading up to the Battle of the Plains of Abraham. The video chapters chronicle the mood of the British colonists, spurred on by Benjamin Franklin's press, the arrival of Montcalm, and the state of preparation of both the English and the French forces. These chapters provide an excellent opportunity to analyze some of the early elements of Canadian-American relations.

Activity Starters

- Students can write to analyze the position of the early Americans as depicted by Ben Franklin, answering such questions as: How did the Americans pose a threat to New France? What role did economics play in their thinking?
- Have students assess the importance of key outposts in the interior of the continent, as well as the importance of Louisbourg. Next, have them consider how they would defend New France, and how, if they were English, they would invade the French colony.
- Have students research the fort at Louisbourg to learn what life was like before the British conquered the fort. Information is available at http://fortress.uccb.ns.ca.

> The River of Fire (27:55-35:27)
> Divided Councils, Desperate Plans (35:27-42:49)

Video Summary

These two video chapters tell the story of the military campaign prior to the invasion on the Plains of Abraham. They recount the failed attempt of the French to destroy the British position on the Ile d'Orleans and what life was like in a city under siege. They provide an excellent opportunity to discuss and analyze the impact of leadership in a military campaign and to analyze the various tactical options that were available to each side.

Activity Starters

- Have students consider life under seige. What do common citizens do in a city under siege? What are they thinking and doing on an everyday basis?
- Students can debate the importance of leadership, and analyze the leadership of each of Wolfe and Montcalm before the battle. What could Wolfe have done? What could Montcalm have done?

> The World Turned Upside Down (hr. 2, 34:41-44:34)
> The Quebec Act (hr. 2, 44:34-50:29)

Video Summary

These video chapters chronicle the aftermath of the Seven Years' War and its impact on the 70 000 French colonists now subject to British rule. In the dozen years that followed, the British granted a series of crucial accommodations that guaranteed that the *Canadiens* would retain their identity while they attempted to come to terms with the conquest. Ironically, as Britain's American colonies moved toward open rebellion, the "new subjects" began to appear as Britain's best hope for maintaining a presence in the New World.

Activity Starters

- Students can prepare a written analysis of the impact of the key terms of the Quebec Act. How did the act impact the future development of French-English relations in Canada?
- Students can analyze the impact of the Quebec Act on the American colonies. To what degree did the Quebec Act play a role in the conflict between Britain and the American colonies?
- Have students write to explain the personal feelings of the people of the time—their reactions to the new agreement and how it impacted their lives.

Episode 5: A Question of Loyalties

> Episode Beginning (2:40-11:02)
> The Invasion (11:02-19:10)

Video Summary

In 1775, the Americans were convinced that they needed to possess all of Canada, or risk having Britain use it as a springboard for invading the 13 colonies. Unrest began in Canada as propaganda spread and some Canadians began hoping for an American victory instead of British military rule. Two American armies made their way toward Canada. They captured Montreal but were defeated soundly at Quebec, and Britain held on to its precious colony.

Activity Starters

- Have students investigate the positions of pro-American Canadians and pro-British Canadians, then discuss or write an analysis of these positions, as well as of what factors affect loyalty.
- Students can explore the power of words and visual images by creating their own propaganda supporting either the *Canadiens* or the American rebels.

> Democracy and Dissent (hr. 2, 1:06-7:50)

Video Summary

This video chapter provides an account of the period from 1793 to the outbreak of the War of 1812. It focuses on the events in Lower and Upper Canada during the time of Sir James Craig. The beginnings of political unrest are outlined through the eyes of Pierre Bédard and Joseph Willcocks.

Activity Starters

- Students can prepare written or oral presentations concerning the growth of political movements. What are the roots of discontent? How do citizens respond in a democracy?
- Have students compare the creation of new political movements in the 1930s and in present times.
- Students can complete research projects regarding the role of print and electronic media in the birth of a new political movement.

> "A Mere Matter of Marching" (hr. 2, 7:50-12:58)
> The Detriot Bluff (hr. 2, 12:58-19:24)
> Queenston Heights (hr. 2, 19:24-26:27)
> Tecumseh's Last Stand (hr. 2, 26:27-34:51)

Video Summary

These four video chapters chronicle the various elements of the War of 1812. The first outlines some of the reasons for the outbreak and the remainder recount the military elements of the various battles and campaigns. They highlight the roles and contributions of many participants, particularly Sir Isaac Brock and Tecumseh.

Activity Starters

- Students can complete mapping and military tactic activities on the key battles of the War of 1812.
- Have students prepare and deliver an oral presentation on the role of leadership as displayed by Brock and Tecumseh.
- Have students research the impact of the aftermath of the War of 1812 on various groups involved, such as Aboriginal people, soldiers, and so on.

Episode 6: The Pathfinders

> The Selkirk Settlers (hr. 2, 15:04-22:49)
> Seven Oaks (hr. 2, 22:49-28:49)

Video Summary

These video chapters focus on changes to the interior of Western Canada as the fur trade nears the end of two centuries of dominance. They tell the story of the great fur-trading empires—the Hudson's Bay Company and the North West Company—and the Aboriginal people who were their indispensable allies and collaborators. They tell as well of the birth of a new people, the Métis, and trace their tangled relations with the first European agricultural settlers along the Red River.

Activity Starters

- Students can analyze the lifestyle of the Aboriginal people in Western Canada before the arrival of the Selkirk Settlers. What impact would a permanent agricultural community have upon their lifestyle?
- Have students debate the pros and cons of the Pemmican Proclamation. Students can consider various perspectives on the issue.
- Have students write a letter, in role, as someone who has just arrived in the Red River Valley after a long journey from Scotland. The letter should outline feelings upon arrival, and include a description of the experience.

> The Gold Rush (hr. 2, 38:19-46:07)

Video Summary

This chapter highlights the second force that complemented the fur trade in drawing settlers to the West. With the discovery of gold on the Fraser and Cariboo rivers in the interior on the Western Cordillera, settlers and American prospectors began to stream into the Hudson's Bay Company's territory to stake their claim. The implications of this influx of settlers for the area's British sovereignty were not lost on the local population. The Empire responded with the creation of a new colony—British Columbia.

Activity Starters

- Have the students research and map the types of mineral formations found in this region. They can also research the processes for mining and extracting gold.
- Students can investigate and present, orally or in writing, the economic implications of a gold rush. How does it affect an area in terms of secondary industries? What government support systems are required to make things work smoothly? What problems are created for an isolated and geographically large colony?

Episode 7: Rebellion and Reform

> Episode Beginning
(4:17-15:03)

Video Summary

At the dawn of the 19th century, the New World's natural resources seemed inexhaustible. From the Ottawa River to the Miramichi, from the St. Lawrence to the Saint John River, wood supplanted fur, which had until then been the mainstay of British North America's economy. This video chapter deals with the importance of Canada's forest industry, the first great waves of European immigration, and the consequences of the seigneurial regime still established in British North America.

Activity Starters

- Have the students write a report on the full range of economic activity involved in the lumber trade. How was timber accessed, what was it used for, how was it transported, what secondary industries evolved, and so on? Research the impact of the lumber trade on the development of an area—for example, New Brunswick.
- Students can research the various types of careers created by the timber industry.

> On the Eve of Rebellion
(36:54-45:17)

Video Summary

With Britain's rejection of the 92 Resolutions in 1837, discontent in both Lower and Upper Canada reached an all-time high. Both Papineau and Mackenzie were frustrated by the efforts to achieve reform through traditional political efforts. This chapter recounts the varying opinions within the Patriote and reform groups and the events leading up to the armed confrontations in both Upper and Lower Canada.

Activity Starters

- Have students compare the status of the Canadian colonies at this time with the status and situation of the American colonies in the 1770s. What complaints about British rule were similar; what was different? How did Canada's leaders respond to the British rejection of their resolutions?
- Have students research and then present to the class, in role, the debates that occurred with the Patriote and reform groups on the eve of the rebellion.

> The Die is Cast
(45:17-50:20)
> The Explosion
(hr. 2, 00:46-10:18)
> The Last Stand
(hr. 2, 10:18-16:25)

Video Summary

These three video chapters tell the story of the rebellion of 1837. They focus on the participants in the main conflicts. They tell of the early successes at St. Denis, the British successes at Saint Charles, and recount the story of Montgomery's Tavern.

Activity Starters

- Students can discuss or write a report on the nature of the reformers' preparation for the events of 1837. What went wrong, from their perspective? How could they have gained more support? How well prepared were they for the military aspect of the rebellion?
- Have students write, in role as Sir John Colborne, a position paper to the Colonial Office in London outlining the situation in Canada and proposing recommendations to handle the insurgency.

Episode 8: The Great Enterprise

> I Am a French Canadian (9:04-14:57)
> A Sly Fox (14:58-19:23)
> We Have Two Countries (19:23-23:58)

Video Summary

Canada in the mid 18th century had begun to take shape, impacted by its British links and its southern neighbours. Political leaders had emerged, each with a unique background and style. These three video chapters chronicle the backgrounds and the character of political leaders, George-Étienne Cartier, John A. Macdonald and George Brown.

Activity Starters

- Students can research to learn more about each of these leaders, or about other Canadian political leaders of the time.
- Have students discuss and debate the characteristics of a good leader.
- Students can compare and contrast styles of leadership as exhibited in the video.

> City of Wealth (38:51-42:46)
> A Winter of Utter Misery (42:47-47:57)

Video Summary

The 1860s were a time of great change in Canada—of both positive and negative changes. These two video chapters provide interesting insight into life in early Canada. The first focuses on Montreal and some of the technological innovations of the time that had an impact on Canada's economic growth. The second depicts the negative side of economic growth—the working and living conditions, and minimal support system for the country's poor.

Activity Starters

- Students can use the information in these video chapters to analyze lifestyle and living conditions in Canada in the 1860s, sharing their work in oral, written, dramatic, or other forms.
- Have students investigate the significant scientific and technological breakthroughs that affected Canadian society in the middle of the 19th century.

> July 1, 1867 (hr. 2, 44:29-50:15)

Video Summary

This short piece at the conclusion of this episode provides an interesting examination of how Canadians welcomed the birth of the new nation. It provides the perspective of both political participants and ordinary people.

Activity Starters

- Use this chapter to launch a class discussion on the nature of patriotism and love of country, what role celebrations have in nation building, and so on.
- Have students compare celebrations in the past and today, and celebrations in Canada and other countries.

Episode 9: From Sea to Sea

> Episode Beginning (4:00-13:04)

Video Summary

This video chapter introduces the era after the signing of the BNA Act. John A. Macdonald was dealing with the realities of governing the new country. He faced his first crisis with the assassination of D'Arcy McGee, an act that brought to the forefront of the political scene the uneasiness between Catholics and Protestants, as well as anti-Irish sentiment.

Activity Starters

- Have the students research the Fenians, and other insurgent groups. Students can discuss the animosity that existed between Catholics and Protestants, and between the Irish and the English.
- Students can write a letter to the editor about the issue of civil rights or the issue of capital punishment, as raised in this video chapter.

Episode 10: Taking the West

> Pulling Up Stakes (13:12-19:34)
> That Little Wooden Box (38:17-44:10)

Video Summary

Western Canada saw a huge influx of new settlers, from both Eastern Canada and Europe, in the 1870s and 1880s. These video chapters recount the trials and tribulations of some of the early settlers. They focus on the gap between the promise of settlement outlined in the settlement pamphlets, and the reality of life on the prairies. The chapters also recount the impact of the railway's power on the daily life of the settlers.

Activity Starters

- Students can use these videos to compare the arrival experience of early settlers to Western Canada to the current arrival experiences of immigrants to modern-day Canada. Students should consider the degree to which government immigration policies are helpful to new immigrants or difficult for new immigrants, and how immigration policies have changed, or may change, in the aftermath of September 11, 2001.
- Have students write a letter to the editor of a newspaper outlining their complaints about railway policy and recommending a course of action that would solve the problem.

> Pieces of Pemmican (26:14-31:55)
> The Land of Discontent (44:10-53:57)

Video Summary

These two video chapters examine the impact of the arrival of white settlers on the lives of the Aboriginals of the plains. Specifically, they tell the story of Crowfoot and the negotiation of the Indian treaties. "Pieces of Pemmican" outlines events leading up to the signing of Treaty #7 in 1877 and "The Land of Discontent" revisits the story in 1884.

Activity Starters

- Have the students research the original clauses of the early treaties and debate the pro and con positions of Aboriginal and government land ownership as set out in the treaties.
- Students can map the parcels of land dedicated to the Aboriginal peoples and explore the economic impact of government programs on the Aboriginal way of life. Have students note what assistance was promised versus what was actually provided by the government.

> Fancy Paper City (31:55-38:17)

Video Summary

Sir John A. Macdonald's National Policy of 1878 and the building of the railway created an economic boom in Winnipeg. Land values skyrocketed and a new economic centre emerged—with all the growing pains associated with such growth. This video chapter recounts the various stories of the Winnipeg boom and its impact on the business leaders and the existing community, specifically the Métis.

Activity Starter

- Have students create a plus-minus chart on the issue of land development from various perspectives: that of a businessperson, a farmer, or a Métis or Aboriginal Canadian.

Episode 11: The Great Transformation

> The Last Best West (24:10-32:26)
> A New Map of Canada (47:18-54:00)

Video Summary

These two video chapters recount, through the eyes of Ukrainian immigrant Petro Svarich, the opening of the West at the turn of the century. These chapters depict the struggles of the early farmers and preview the beginnings of Western discontent. They also show the impact of the opening of the West on the political environment, specifically the shift in the balance of power between Quebec and English-speaking Canada.

Activity Starters

- Have students write diary entries, in role, recounting their experiences as they leave their homes in Eastern Europe and travel to Western Canada. Students should consider why immigrants left, what they encountered along the way, and so on.

- Using these video chapters as a springboard, have the students research their family history to create a family tree. Students in a living situation that does not permit this type of research can work with a senior in the community, a teacher, or another willing participant to create a family tree for that person.
- Have students investigate settlement patterns in the prairie provinces at the turn of the century, focusing on the impact of the opening of the various railway lines, and on the ethnic composition of the settlement patterns.

> A Nation of Cities (38:25-47:18)

Video Summary

This video chapter explores the growth of urban centres and Canada's economic development and urbanization in the early 20th century. The chapter focuses on the city of Montreal, the divisions that existed based on class, wealth, and ethnicity, and the reasons for the growth of the labour movement and the emergence of the Caisse Populaire organization.

Activity Starters

- Conduct a class debate or hold a class discussion on the issue of business-labour relations. Groups or individuals can take the position of an industialist, a worker, a French-Canadian cleric, and so on.
- Have students do a local research project about a company that was founded in their region at the turn of the century. Students might analyze the impact of that company on the economy of the region, population growth, local wages, and so on.

> Attacked From All Sides (hr. 2, 38:12-44:22)

Video Summary

This video chapter focuses on the events leading up to the election of 1911. It outlines the impact of certain key issues of the time—the Canadian Navy, free trade, the growing French-Canadian nationalist position—on the Laurier government and Laurier's attempted political response.

Activity Starters

- Students can discuss in the classroom how the reciprocity issue and free trade affected the results of the election of 1911. What were the positions of the Liberal and Conservative parties in this election? Students can compare how free trade impacted on the election of 1911 to the impact of free trade on Brian Mulroney's governments in the 1990s.
- Have the students write, in role, letters to the editor of a local paper on an issue of their choice—free trade, the Navy issue, Western Canadian settlement, and so on—describing a point of view that is either for or against that of the Laurier government.

Episode 12: Ordeal by Fire

> Our Investment of Blood (14:38-23:23)

Video Summary

While war efforts dominated the news and the attention of Canadians, on the home front, significant changes were in the making. Led by Nellie McClung, Canadian women were changing the fabric of Canadian society, advocating Prohibition and the right of women to vote.

Activity Starters

- Have the class debate the following: "Canadian women won the right to vote only because of the war."
- While Nellie McClung was a prominent figure in the suffrage movement, other women also made significant contributions. Have students research the contributions made by women in social justice, politics, health care, education or other areas at the time.

> A Broken Promise
(hr. 2, 1:02-14:12)

Video Summary

Despite the fact that over 350 000 Canadians enlisted in the first few years of World War I, casualties and the overall extent of the war necessitated, at least in the eyes of the Borden government, the need for more troops. The election of 1917 centred on conscription, and the Military Service Act split the country along French-English lines. This video chapter explores the events of 1916-1918 and how conscription impacted the lives of Canadians.

Activity Starters

- Have students research the newspapers of this era to write a report on how the citizens of Canada, French and English, reacted to conscription. What arguments did the people use for and against this issue?
- Students can hold a class debate or panel discussion in role on the issue of pacifism versus conscription; or on citizens' rights versus the legislated will of the government.

> We'll Hoe Our Own Row
(hr. 2, 33:17-41:30)

Video Summary

After World War I, Canadians began the process of rebuilding their lives. Profound changes in the post-war era included the beginnings of political change and the creation of challenge to the two principal ruling parties. Between 1918-1921, the farmer's movement began to grow in Ontario and Western Canada. This video chapter chronicles the growth of this movement and its impact on the federal election of 1921.

Activity Starters

- Have students create a flow chart that illustrates the cause and effect of high tariffs and freight rates on the farming community.
- In Ontario and Western Canada, discontent led to the creation of new political parties. Similar discontent existed in Atlantic Canada but did not have the same political results. In small groups, have students discuss the linkages between economic discontent and various forms of political action.

> At the Mercy of Our Neighbours
(hr. 2, 41:30-50:35)

Video Summary

This video chapter recounts the story of life in Quebec after World War I—a growing call for an independent French nation, an exodus of citizens to the United States and a provincial government intent on rebuilding the Quebec economy by encouraging American investment and economic development.

Activity Starters

- After viewing this chapter, have the students, in small groups, list the pros and cons of the impact of foreign investment on our country, and the impact of those investments on a "Canadian" way of life.
- Have students write journal entries, in role, expressing their feeling before and after their family leaves Quebec or Atlantic Canada to find work in the United States.

Episode 13: Hard Times

> Needles and Pins
(30:17-35:14)
> Blown Away
(35:14-39:24)

Video Summary

These two chapters illustrate the difficulties encountered by Canadians in two different sectors of society—industrial workers and farmers—during the Great Depression. The chapters provide graphic examples of working conditions for the factory worker and the plight of the Western farmer in the early 1930s.

Activity Starters

- Have students create a poster and pamphlet, appropriate for the 1930s, protesting child labour and proposing government action.

- Have students research and write a report on the economic impact of the drought on the Western Canadian economy. Students can investigate the migration of Western farmers from the farms to other jobs and locations and do a statistical analysis of the impact of the loss of population on the Western economy.

> The End of the Line (46:12-54:01)

Video Summary

This video chapter chronicles the events leading up to the Regina Riot and the On-to-Ottawa Trek. It introduces some of the measures introduced by Franklin D. Roosevelt in the United States to combat the Depression and outlines the reaction and actions of R.B. Bennett leading up to his defeat in the election of 1935. It provides visual evidence of how difficult the times were for the average Canadian.

Activity Starters

- Have students compare the actions of Roosevelt and Bennett to combat the impact of the Depression in the early 1930s. Students can present their work as a written report or participate in a group discussion.
- Have students write journal entries in role as participants in the march to Regina.

> A League of Her Own (hr. 2, 5:58-11:12)
> Mr. King Goes to Berlin (hr. 2, 28:48-34:07)

Video Summary

These two video chapters depict the reaction of King to two separate issues in foreign policy. The first deals with Mussolini's invasion of Ethiopia, and the second with Hitler's growing aggression in Europe. The video chapters detail the reluctance of the Canadian government to take an assertive stand, and provide an excellent springboard for a study of Canadian foreign policy in the years prior to the outbreak of World War II.

Activity Starters

- Have students prepare interview questions that they would ask if they were to interview King prior to his departure for Berlin in 1937.
- Conduct a class debate about the pros and cons of Canadian involvement in European affairs in the mid 1930s.

Episode 14: The Crucible

> War Machine (18:52-26:28)

Video Summary

While most of Canada focused on the events occurring on the Western Front, a huge transformation was occuring on the domestic scene as the Canadian economy was being turned into into a war machine. This chapter relates the efforts of C.D. Howe, Minister of Munitions and Supplies, and of numerous Canadian businesses to create the tools needed to fight a modern war, and on the lives of some remarkable women who made significant contributions to the war effort.

Activity Starters

- Using a variety of sources, students can research domestic life in Canada during the war years, including the issues that occupied the minds of average Canadians. Ask students to rank, in order of usefulness, the resources they used.
- Have students prepare a multimedia vignette, including photo research and bibliographical notes, that highlights the contributions of a Canadian woman during the war.

> The Dispossessed (32:36-39:41)

Video Summary

The December 7, 1941, attack on Pearl Harbour fostered a growing concern about Japanese Canadians, which led to internment policies in British Columbia. This video chapter recounts this time in Canadian history, focusing on government policy and its impact on the lives of Japanese Canadians.

Activity Starters

- Have groups of students discuss the events surrounding the internment of Japanese Canadians (forced confinement, seizure of property, and so on). Have students

brainstorm suggestions for preventing such events from happening again, for example, in the wake of the terrorist attacks of September 11, 2001.

- Have students prepare a list of questions they could ask a present-day survivor of the camps.

> On the Attack (hr. 2, 11:58-18:11)

Video Summary

This video chapter relates the story of the invasion of Italy and the battle for the town of Ortona. It provides glimpses into what life on the front lines was like for Canadian soldiers, and provides insight into what soldiers were experiencing and feeling.

Activity Starters

- Have students write, in role as a soldier, letters to home outlining their experiences and feelings as they face battle.
- Research how the media reported on the war in Europe and provided information back to Canada. How has media coverage of war changed since the time of World War II?

Episode 15: Comfort and Fear

> Episode Beginning (4:06-12:05)

Video Summary

Most Canadians believe that Canada is an open society that welcomes immigrants and refugees, but the historical record does not always prove this to be so. This video chapter indicates that Canada was less than a welcoming country in the period following World War II. It recounts, from a personal perspective, the experiences of some new arrivals to Canada and suggests that the government had very specific goals in mind in terms of acceptance of immigrants.

Activity Starters

- Have students use primary documents to research the St. Laurent government's policy on immigration leading up to the Immigration Act of 1952. What restrictions did government policy and legislation place on immigration?
- Have students interview a recent immigrant to Canada about his or her experiences coming to a new country, becoming part of a new country, and whether he or she feels that Canada is a welcoming place. Students can compare their interviewee's responses to some of the testimony in the video from immigrants who arrived after World War II.

> Affluence for Almost All (38:49-45:36)

Video Summary

This video chapter explores the changing nature of Canadian society in the early 1950s, from the positive and negative impact of economic growth to the impact on our way of life of television, the growing influence of American cultural values, and changes in societal values.

Activity Starters

- As a class, identify the major changes that occurred in the post-war era that influenced the way Canadians lived (significant immigration, urban growth, television, American influence, and so on). In small groups have the students discuss and report back on the pros and cons of each influence.
- Have students prepare a radio and television media campaign for the creation of a new housing development in an urban setting in their province. Students can research media campaigns of the era.

> The Fight for Medicare (hr. 2, 31:59-41:03)

Video Summary

Viewed from the perspective of Tommy Douglas and Ted Tulchinsky, a doctor recently arrived in Saskatchewan, this video chapter outlines the introduction of Medicare into Saskatchewan in the early 1960s. It portrays the events and the passion of the participants in this highly controversial new initiative taken by the Douglas government.

Activity Starters

- Have students create a timeline of the history of social welfare in Canada. Students should indicate why each event was significant, and what major pros and cons about each were debated at the time.
- Working in groups, have students analyze the statements and positions of the Douglas government and of the opposing doctor groups. Have the students discuss whether Douglas should have introduced this legislation.

Episode 16: Years of Hope and Anger

> Under a New Flag (31:37-40:34)

Video Summary

This video chapter recounts events before and after the election of 1963 and the Liberal return to power under Lester Pearson. It focuses on French-English relations, specifically the forces behind the creation of the Royal Commission on Bilingualism and Biculturalism, the Flag Debate and the rise to power of "Three Wise Men": Marchant, Pelletier, and Trudeau.

Activity Starters

- Have students research the results of the election of 1963, locate where the four parties won their seats, and research the reasons for the parties' victories in their areas. Students can extend their work by comparing the results of the 1963 election with the current makeup of the House of Commons.
- Divide the class into two groups. Have one group write a letter to the editor of the local newspaper supporting Canada's new flag, and have the other group write a letter defending the use of the old flag.

> Vive le Québec Libre (45:53-53:28)

Video Summary

Opening with the highly positive rush of Expo 67, this video chapter reviews Charles de Gaulle's visit to Quebec and the positive impetus his famous "Vive le Québec Libre" speech gave the separatists like Pierre Bourgualt. The chapter also showcases the rise to power of Pierre Elliot Trudeau, and the phenomenon that came to be known as "Trudeaumania."

Activity Starters

- Working in groups, students can analyze the events of the 1950s and 1960s in Quebec and list the major reasons why there was a more favourable climate for a separation movement in the 1970s.
- Have students view early television interviews of Trudeau, discuss the impact of televison on modern politics, and discuss whether they think Trudeau's rise to the leadership of the Liberal Party had more to do with his ideas or with his television personality.

> Do Your Own Thing (hr. 2, 1:01-8:01)

Video Summary

The late 1960s and early 1970s were a time of upheaval for the youth of Canada. New voices of protest emerged to challenge the Vietnam War and nuclear arms, and to promote environmental issues. This chapter provides a visual image of the voices of protest and dissent that existed in Canada at this time.

Activity Starters

- Discuss as a class the statement that the era depicted in this video chapter saw the highest level of youth protest in the 20th century. Have students discuss why they agree or disagree with the statement.
- Have students choose one of the people interviewed in the video chapter, and prepare questions to ask that person if they were to interview that person today.

Episode 17: In an Uncertain World

> The Choice
(10:48-20:25)

Video Summary

Following the election of 1976, the new Parti Québécois government under the leadership of René Lévesque launched strategies that would lead to the famous referendum campaign. This video chapter portrays the issues and the passion between the Lévesque separatistes and the key francophone federalists, Trudeau and Chrétien, and includes parts of some of the famous speeches of the referendum campaign.

Activity Starters

- Have students prepare a timeline of major Canadian and world events, from World War II to the 1970s, then interpret how those events might have combined to impact the vote of a Québécois in the referendum.
- Ask students to assume the role of director of the live coverage of the results of the referendum on a national television network. Who would they want to interview, both from within Quebec and from their local area? What types of visual information would they want to present on their show?

> The Computer Moves In
(hr. 2, 1:46-7:40)

Video Summary

During the 1980s, Canada experienced the full impact of the computer revolution. New tools, from personal computers to video games to the microwave, changed the way we lived and worked. This chapter explores the human impact of this revolution.

Activity Starters

- Have students research the impact of the computer revolution on their own family, at work or at home, both when the technology boom began, and today.
- Students can research the types of new businesses created in their local community by new technologies, and the economic impact on the local economy. If possible, students should interview community members involved in these businesses.

> From the Ground Up
(hr. 2, 7:40-16:04)

Video Summary

This video chapter revisits environmental issues of importance in the 1980s, with a particular focus on the forest industry and how both loggers and environmentalists struggled to find a solution to the issues that plagued the industry. The chapter also touches on other environmental issues and how they were addressed by Canadians.

Activity Starters

- Choose an environmental issue from the video chapter. Ask students to brainstorm the groups who represent various sides of the issue. Divide the class into groups and have each group prepare a position paper outlining its position on the issue.
- Invite an environmentalist into the classroom to discuss with the class his or her concerns and how he or she tries to effect change.
- Have the students do an Internet search of a current environmental group and compare the issues of today with the issues of the 1980s.

> Land and Nation
(hr. 2, 16:04-25:20)

Video Summary

From Kahnesetake to British Columbia to the Arctic Circle, the 1980s saw major developments that dramatically impacted the lives of Canada's Aboriginal people. This video chapter links the various stories, and provides interviews with participants to provide insight into the key issues.

Activity Starters

- Have students research a local Aboriginal land claim or treaty right (such as fishing). They can trace the historical routes of the claim and analyze the current impact on the local community.
- Invite students to create a timeline of significant Aboriginal events in Canada's history. The timeline should be illustrated with mini-biographies of the personalities who played a major role in each event.

> Winner and Losers (hr. 2, 34:59-45:46)

Video Summary

This video chapter outlines the political environment and the positions of the key political leaders on the issue of the Free Trade Agreement, and how the Agreement impacted the election of 1988. The video also provides insight into how free trade changed the lives of Canadian citizens from the points of view of both company owners and unionized workers.

Activity Starters

- Have students take the position of a pro-free trade business owner and an anti-free trade union leader. Students should draft position papers based on the economic impact of free trade from their perspective, in role, and present their findings to the class.
- Students can research the growing trend towards a global economy and the impact of similar trading arrangements in other parts of the world, particularly Europe.
- Have students research 1988 local newspapers to learn about the local issues that were relevant to the election, and how large a role free trade played in local voting results.

> Epilogue: The Journey (hr. 2, 45:48-50:53)

Video Summary

This epilogue to the video series recaps the journey of the people who have walked the land of Canada—from the first travellers, to the warriors, to the immigrants, to those who will continue to forge the journey of Canada and its people into the future.

Activity Starters

- Ask students to make a prediction on the future of Canada based on the information they have learned about its history in one of the following key areas. Students can present their findings using a panel discussion, role play, video segment or oral report.

  immigration policy
  national unity
  foreign policy
  economic growth
  political representation
  Aboriginal experiences
  national culture

- Have students create a timeline, with key visuals, that highlights the key events in Canada's history in one of the areas listed above.
- Have students identify an important recent issue in Canadian history and create a new segment for *Canada: A People's History* that reflects their "needs . . . perspectives . . . and time."
- Students can brainstorm, in groups or individually, the kind of Canada they would like to see in the year 2020, focussing on one or more of the issues below:
  - **a** economy (social programs, deficit, unemployment, education, health care, impact of globalization on Canada)
  - **b** Canadian unity (English-French relations, regionalism)
  - **c** Government, leadership and politics (political leaders, parties, policies they would like to see in place)
  - **d** Canada and the United States (relationship with the superpower, increasing Americanization, common currency, trade, security/border issues)
  - **e** Canada and the world (relationship with other nations, involvement in peacekeeping operations, responses to global problems like the environment, refugees, global poverty, terrorism, effects of globalization)
  - **f** Canadian society (role of women, Aboriginal peoples, minorities, multiculturalism, sense of Canadian identity in 21st century, impact of technology, medical science, role of religion)